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ABSTRACT

As part of its Urban Community College Transfer Opportunities Program (UCCTOP), the Ford Foundation funded 24 community colleges to design and implement activities to increase the number of minority students obtaining associate degrees and transferring to four-year institutions. Subsequently, the Foundation gave larger grants to five of these colleges to continue their activities for a second year. Each of these five institutions took a different approach to stimulating student flow: (1) Cuyahoga Community College, Ohio, established a Center for Articulation and Transfer focusing on linkages with high schools and four-year institutions; (2) the projects at LaGuardia Community College, New York, emphasized the improvement of the the flow of information to students; (3) Miami-Dade Community College, Florida, integrated its UCCTOP activities with such ongoing programs as mandatory testing and placement, extensive remedial instruction, and enforced standards of academic progress; (4) the Community College of Philadelphia, Pennsylvania, focused on curriculum reform through staff development; and (5) South Mountain Community College, Arizona, established a variety of student recruitment and support services. This evaluative report on the UCCTOP activities offers a review of articulation and support practices facilitating transfer, summarizes the results of interviews with 24 college representatives involved in the first phase of UCCTOP, describes and assesses the effectiveness of the second-year programs at the five colleges, examines state policies, and discusses external stimuli to transfer activities. Appendixes provide data on program outcomes and a 65-item bibliography. (EJV)

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AN ASSESSMENT OF URBAN COMMUNITY COLLEGES TRANSFER OPPORTUNITIES PROGRAM

The Ford Foundation's Second Stage Transfer Opportunity Awards

Grant 850-0425
Final Report

Submitted to the Ford Foundation
By The Center for the Study of Community Colleges

April 30, 1988

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EXECUTIVE SUMMARY

The issue of opportunities for minority students to transfer from community colleges to four-year colleges and universities has gained increasing prominence throughout the past decade. Much of this interest has been stimulated by groups speaking for the minority students, state and national community college associations, local college spokespersons, and external foundations, especially the Ford Foundation which has funded numerous projects in its effort to increase the number of minority students obtaining associate degrees, transferring, and going on to the baccalaureate.

As part of its Urban Community Colleges Transfer Opportunities Program which began in 1983, the Ford Foundation made small grants to 24 urban community colleges that had high proportions of minority students enrolled and subsequent larger awards to five of them. The intention was to support a variety of data collection, academic support, curriculum articulation, student recruitment, and related activities that would enhance the flow of minority students into and through the colleges. The UCCTOP Program touched not only the colleges that received awards but also numerous other community colleges whose leaders were stimulated to recognize the importance of transfer as a central part of their mission.

The movement of students toward the baccalaureate depends on three sets of activities: easing the transition from high school to community college, including testing and placing students in the proper courses; supporting the students through a variety of special interventions while they are enrolled at the college; and enhancing transfer to senior institutions through such activities as coordinated financial aid packages, curriculum articulation, and regularly scheduled staff interaction.

The experience gained by the 24 colleges participating in the first phase of UCCTOP revealed that deliberate intervention must be made because, left to their own devices, few students are sufficiently skilled to maneuver through the processes in which they must engage in order to sustain a successful collegiate career, and few colleges exhibited sufficient commitment and curricular and instructional coordination that would have the effect of enhancing student flow on into the universities. It became apparent that not only did potential transfer students have to be identified early, even to the extent of negotiating with them while they were still in secondary school, but also that a complement of coordinated counseling and instructional processes had to be built within the colleges. Furthermore, arrangements had to be made with the senior institutions to which most transferring students did go so that a continuation of special services along with articulated curriculum could be constructed.

Each of the five institutions participating in the second phase of UCCTOP took a different approach in stimulating student flow and in collecting data evidencing their effects. One of the colleges developed an umbrella for transfer studies, integrating several college activities into a Center for Articulation and Transfer, designed to increase the potential student pool by encouraging secondary school students to matriculate and to increase transfer rates by strengthening articulation with the traditionally Black colleges and other universities in the state. The college effected new articulation agreements, better course equivalency information, and reverse transfer agreements with the universities.

A second college attempted to increase transfer rates by enhancing the flow of information to the students. The college staff produced a Transfer Information Guide, a Transfer Fair, a career and transfer resource center, and a Transfer Seminar focusing on planning for further studies, college selection, and application procedures and requirements. They also pursued joint admissions programs with the two senior institutions at which most of their transferring students enrolled and a special partnership with a private residential college so that a few students could gain the experience of a unique environment.

Another college integrated its UCCTOP activities with numerous ongoing programs to smooth student flow, including mandatory testing and placement, extensive remedial and English as a second language efforts, an Academic Graduation Information System, and enforced standards of academic progress. Student recruitment activities were bolstered through several interventions in local secondary schools, including counselor visits, college workshops, and student visits to the college campus.

One of the colleges focused on staff development leading to curriculum reformation, with the faculty changing certain courses and building new ones so that students would be involved more in writing and in studying academic disciplines that would enhance their transfer prospects.

And one of the colleges arranged a variety of student recruitment and support services including a mentor program, high school student visits to the college campus and college student visits to the university campus, and the beginnings of financial aid and registration procedures coordinated with the local university.

Most of the colleges had difficulty in obtaining data on students who did transfer because of a variety of problems ranging from inconsistent definitions, students transferring out of state, students delaying transfer, and senior institution reluctance to provide reliable data. Furthermore, in cases where the college was a member of a multiunit district, it was sometimes difficult for the staff to disaggregate the data about the individual campus's students. Although the data were incomplete, much information was reported on the number and types of students receiving associate degrees, the number transferring, and those obtaining the baccalaureate or still enrolled at the senior institutions. The data that were reported did not reflect the impact of the program because of the lag in receiving the data and the long period of time taken by the students to complete their community college programs and move on. It is likely that additional program effects would be revealed in future years.

State policies were analyzed to estimate their effect on student flow. Telephone interviews held with officials in all 50 states found that 11 states had projects especially funded to promote transfer, seven had legislative mandates, 43 had agreements negotiated between the community colleges and universities, and 27 had various other activities ranging from challenge grants to statewide course equivalency guides.

Other external stimuli were reviewed, including awards made to promote transfer. It was found that well over 10 million dollars had been awarded between 1979 and 1987 by Ford and other foundations for activities related to minority student transfer.

Recommendations for future activities include those directed toward state-level agencies, to other external agencies and to the colleges themselves. Among the recommendations made to the states, two stand out: formalizing policies so that students desiring to move from community colleges to universities find places available to them; and creating a system for rewarding colleges that effect higher transfer rates by setting aside sums to be paid to the colleges on the basis of the number of their students who transfer.

Several recommendations are directed toward building interinstitutional connections, especially arranging for students in secondary schools to get advance placement at or special treatment from the community colleges, and dual admissions arrangements whereby students enrolling at community colleges are enrolled at a senior institution simultaneously.

Recommendations directed toward the colleges include identifying potential transfers early on, testing and mandatory placement, and numerous information-dispensing activities. A main recommendation is that the number of opportunities for students to become involved with the college be notably increased through everything from organized peer support groups to on-campus employment opportunities.

Recommendations to external agencies are that a national research agenda be supported so that data on transfer can be gathered in more consistent fashion. Other recommendations are that transfer fellows responsible for organizing and maintaining transfer activities on single campuses be supported and that transfer be kept to the fore by additional support for consultants and collegiate interventions.

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UCCTOP FINAL REPORT

This is the final report for Grant 850-0425, an evaluation of the Ford Foundation's Second Stage Transfer Opportunity Awards. The grant was for the period of from April 1, 1985, through September 30, 1987. As indicated in the proposal dated December 13, 1984, and revised in a subsequent letter on February 22, 1985, the Center for the Study of Community Colleges' project consisted of three main activities: working with the five colleges that received large Second Phase UCCTOP funds (the Community College of Philadelphia, Cuyahoga, LaGuardia, Miami-Dade, and South Mountain Community Colleges); determining efforts other than Ford's to assist transfer for minority students; and assessing the magnitude of effect on transfer that is residual in the 19 colleges receiving first round but not second round funding. Two limitations should be noted. First, the report is based on information and data supplied by the colleges and gained in visits to the colleges. Literature review and document analysis were also employed. However, the report does not include information generated by the colleges' internal evaluators or by other agencies working with the colleges on aspects of UCCTOP. Second, any evaluation of UCCTOP is incomplete now because many students who have been touched by the program are still in the colleges. Because community college students may take many years to complete their involvement with the colleges, a final evaluation of program effects cannot be undertaken.

THE CONTEXT

Community colleges, defined as institutions accredited to award the Associate in Arts or Science as their highest degree, are found in all fifty states. Products of the expansion of publicly-supported higher education in the United States in the Twentieth Century, they enroll 4.9 million students, or around 40 percent of all people enrolled in colleges and universities in the nation. Their students have diverse aspirations: one third seek to transfer to senior institutions and eventually obtain baccalaureate degrees; one third seek job-entry skills; 15 percent seek training that will enable them to upgrade themselves in a job or career they already hold; and 15 percent seek neither degrees nor certificates but are attending only for their personal interests. Most of the students attend on a part-time basis, commuting to the institution to take a class or two per term. Most are employed for twenty hours or more per week. In some states the community colleges are marginal institutions, drawing their students from the groups who do not seek higher education but who want some post-secondary experience. In others they are central to the public education system, enrolling 80 percent or more of all people who begin post-secondary studies.

Because the colleges typically have few or no admissions requirements -- in some states an applicant need not even have a high school diploma -- they have attracted sizable numbers of students who would not otherwise consider college-going. They are readily accessible: in many states a community college is within commuting distance of nearly everyone in the population.

Tuition charges are typically lower than they are at the senior institutions. Most of the colleges offer courses in the evenings and on weekends, not only at the central campus but also in numerous branch centers in the cities and suburbs. Many of their occupationally relevant programs can be completed in a year or less. Accessibility and variety dominate.

The Minority Students

The ethnic minorities are highly represented in community colleges. The institutions enroll 34 percent of all White undergraduates, 39 percent of all Black students attending college, 53 percent of the Hispanics, 51 percent of the American Indians, and 43 percent of the Asians ("Fact File", 1986). Naturally, these enrollment patterns differ from state to state depending on the percentage of minorities in each state's population and on the accessibility of the community colleges relative to the state's universities. Hispanic students comprise over 10 percent of community college enrollments in California, New Mexico, and Texas. Black students are highly represented in the community colleges of Alabama, Louisiana, Mississippi, and South Carolina. The percentage of Black community college enrollment is higher than the proportion of Black 18-24 year-olds in the population in several states, including Delaware, Kentucky, Ohio, and Missouri. Nationwide, minority group students constitute around one-fourth of all community college enrollments.

The phenomenon of minority group enrollment in community colleges is accentuated in cities with high proportions of minorities in their populations: Chicago, Cleveland, El Paso, Los Angeles, Miami, New York, and Phoenix, among others. The reason is that the community college is a commuter institution, much like the secondary schools and the urban-based universities. By design, a commuter institution draws its students from the surrounding neighborhoods, hence its population typically reflects the ethnic and social class composition of its vicinity. The pattern of neighborhood attendance is revealed also where the community college has several campuses in the same city: at East Los Angeles College 64 percent of the students are Hispanic; at Los Angeles Southwest College, 95 percent are Black; and at Los Angeles Pierce College, 75 percent are White.

The community colleges receive higher proportions of the students from low socio-economic groups and with lower academic ability than four-year institutions. In 1982, whereas 58 percent of the students from the highest socio-economic quartile enrolled in the senior institutions, only 21 percent enrolled in the community colleges. During that same year 63 percent of the students from the highest academic quartile enrolled in the universities, but only 16 percent enrolled in the community colleges. Clearly the top students go to the four-year colleges and universities in much higher proportion than they do to the community colleges.

These disparate ability levels are reflected in the enrollment of minorities. Among 1982 high school graduates, 19 percent of the Blacks and 10 percent of the Hispanics from the lowest academic-ability quartile enrolled in the universities, and 15 percent of the Blacks and 19 percent of the Hispanics from that low-ability group enrolled in the community colleges. But among students from the highest quartile of academic ability, 77 percent of the Blacks and 61 percent of the Hispanics enrolled in the senior institutions and 11 percent of the Blacks and 21 percent of the Hispanics enrolled in the community colleges. (Clowes and others, 1986).

In general, Hispanic students are overrepresented and Blacks underrepresented in the community colleges in proportion to their enrollment in senior institutions. The explanation for this is rather straightforward: Many Black students still attend the traditionally Black institutions in the South, nearly all of which grant the baccalaureate or higher degrees. But the nation has no history of senior institutions designed especially for Hispanics. And by geographical coincidence, the Hispanic population is concentrated in the states that have the most highly developed community college systems: Florida, Texas, Colorado, New York, California, and Arizona.

Transfer

Until the late 1960s, the preeminence of the transfer function at junior colleges was not seriously questioned. Despite the early efforts of the American Association of Junior Colleges to promote terminal, vocational education (Eells, 1941a, 1941b), collegiate courses for baccalaureate-bound students remained paramount. As late as 1956, observers such as Bird predicted that the transfer function would continue to grow and that as many as 75 percent of university undergraduates would begin their collegiate careers at junior colleges (Bird, 1956).

The subsequent expansion of the two-year college curriculum into noncollegiate areas, however, took its toll on the transfer curriculum and on the image of community colleges as collegiate institutions. During the 1970s, emphasis on the liberal arts and transfer gave way to career, compensatory, and community education, leading many to question the viability of the transfer function (Baron, 1982; Cohen and Brawer, 1982; Kissler and others, 1981; Knoell, 1982; and Lombardi, 1978a, 1978b, 1979). Some college leaders, including Gleazer (1980) and Gollattscheck and others (1976), urged the colleges to emphasize community services and adult education. By the end of the 1970s, then, transfer education suffered as "attempts were made to sweep the collegiate function out of the community colleges" (Cohen and Brawer, 1982, p. 296).

But these attempts never fully succeeded, and the 1980s have witnessed numerous efforts (for example, the Ford Foundation's continuing interest in minority students) to restore the primacy of transfer education. This reaction to the curricular expansion of the 1970s is due in part to public disenchantment with noncollegiate functions; despite the promotion of community education activities by college leaders, the public perception of transfer education as the primary community college function has remained constant (Knoell, 1982, p. 8).

Furthermore, the disproportionately large number of minority students who start their collegiate careers at community colleges makes the transfer function a social imperative. The California State Postsecondary Education Commission (CPEC), for example, recently declared that the state's affirmative action goals for higher education are highly dependent upon the community colleges and called "for a reaffirmation of the community college transfer function and a recommitment to it by all of California postsecondary education" (California Postsecondary Education Commission, 1985, p. 7). The Mexican-American Legal Defense and Education Fund (MALDEF) also called on California to improve transfer, alleging that several barriers impede the transfer process: inadequate counseling; lack of agreement about course transferability between different segments of higher education; a lack of easily understood publications appraising potential transfer students of transfer procedures and requirements; inadequate financial aid; low-quality instruction at the community college; and admissions procedures that exclude qualified minority applicants (Avila and others, 1983).

Calculating achievement rates for community college students is not nearly as straightforward as calculating student enrollment in general. Most measures of college student achievement center on degrees obtained. The community colleges confer around 450,000 associate degrees per year. Together with the short-term occupational certificates that they award, this yields a ratio of approximately one degree or certificate awarded each year to 10 percent of their total headcount. What happens to the others? Many transfer to universities short of receiving associate degrees; many enter the labor market without receiving a degree or certificate; many more did not seek degrees when they matriculated and they leave, more or less satisfied with what they attained.

The major issue in considering higher degree attainment is that all students entering community colleges must transfer to four-year colleges or universities before they can obtain baccalaureate degrees. Therefore, there is bound to be a shortfall in the number of community college matriculants who obtain baccalaureate degrees when compared with the students who enter senior colleges as freshmen; the very necessity of leaving one institution and entering another would result in a certain amount of dropout. Astin (1982) has traced this shortfall using data from his Cooperative Institutional Research Program (CIRP). Levin and Clowes (1980) used data from the National Longitudinal Study of The High School Class of 1972 (NLS) and corroborated the realization that initial attendance at a community college was related to a reduced probability of baccalaureate attainment.

But having noted that community college attendance is related to a reduced likelihood of baccalaureate attainment leaves many questions unanswered. How many students actually make the transition from community college to university? How many want to? Why do more students not transfer? What happens after they get to the university? What might be done to improve the transfer rates? Which policies and practices differentially affect students from minority and majority groups? These questions are not easily answered because they may be variously interpreted and because the data that may be brought to bear on them are scanty. There are no reliable national data sets and it is likely that any numbers that are used understate the magnitude of transfer because of the data that are missing.

One way of estimating transfer rates is to count the number of university students whose transcripts show courses taken at community colleges. In states with well-articulated community colleges and public university systems, the community colleges provide significant proportions of the universities' undergraduates; 42 percent of all undergraduate students in Florida's public universities previously attended community colleges in that state. Where the universities work closely with community colleges in their immediate area, they may have more transfers than native freshmen: Arizona State University's student body includes 8,400 who were formerly students in the Maricopa Community College District in Phoenix, and the University of Massachusetts at Boston similarly has a high proportion of community college transfers. However, where the community colleges serve a different function or where the universities have clung vigorously to their freshman enrollments, the proportion is much lower; only 17 percent of the undergraduates in state universities in Kansas, for example, are transfers.

How many students enter community colleges intending to transfer? Many studies conducted over the years have suggested that around three-fourths of the students beginning in community colleges intend eventually to obtain the baccalaureate or higher degree. A survey of students taking classes in 24 urban community colleges in 1983 found 74 percent declaring transfer intent (Cohen, Brawer, and Bensimon, 1985). In 1984 the CIRP found 76 percent declaring intentions of obtaining a baccalaureate or higher degree (Astin and Others, 1985). But these are biased samples. The urban community college study used the class section as the unit of sampling, thus skewing the sample in the direction of full-time students. The CIRP surveys first-time-in-college, full-time freshmen, 90 percent of whom are aged 19 or younger.

The form of the question asking transfer intentions also biases the answers. When a person is asked, "What is the highest academic degree that you intend to obtain?", the suggestion is raised of a goal to be reached sometime during the person's life. Few young people would acknowledge that they never expect to go further in the educational system, that they have closed off life's options. When the question is asked as, "What is the primary reason you are attending this college at this time?", significantly fewer, usually one third, say that they are in college to prepare for transfer or to get a higher degree, while one-half say that they seek occupational skills (Center for the Study of Community Colleges, 1987). Most of the latter group expect eventually to gain higher degrees but see job entry as their first aim. In fact, many students mark both "Bachelors" as the highest degree they expect to obtain and "Gaining occupational skills" as their primary reason for attending college at that time. Their responses are perfectly consistent.

Various statewide studies corroborate the figure of around one-third of the entrants' transfer intentions. The Illinois Community College Board (1986) found 32 percent of the students in that state declaring transfer intentions; the Maryland State Board for Community Colleges (1983), 31 percent; the California Statewide Longitudinal Study, (Sheldon 1982) 36 percent. These statewide studies drew samples of all entering students, and asked why they were entering college at that time.

How many students actually transfer? The question cannot be answered because the ways of counting transfer vary. Some students attend the community college and university concurrently; others start in the university as freshmen, drop out to spend a term or two in the community college, then come back to the university; some take a couple of courses at a community college in the summer after high school graduation and then enter the university; some enter community college, drop out for a period of years, and then enter the university; some finish two years at a community college and transfer to a university in mid-year or out of state. All of the above students would be counted as transfers by some modes of reckoning, none of them by others.

Herein lies the most difficult problem in estimating not only the numbers of transfers but also the effects of community colleges on their students. If a student takes a class or two at a community college and eventually enrolls at a university, the community college cannot reasonably be charged with responsibility for the student's progress. Some analysts attempt to mitigate that problem by counting as transfers only those students who have earned at least 12 units at a community college prior to entering the university. But in many states a transfer student is defined as one who enrolls at a university and checks, "community college", as the institution last attended; no way short of analyzing each student's transcript to tell how long the student was there. One California community college checked the roster of transfers that the university had received and found students with as few as five and as many as 154 units taken at the college.

The number of transfers can be estimated by counting the Associate Degree recipients who move on to universities in the subsequent term. This mode of reckoning yields around 250,000-300,000 students transferring per year. Another 300,000-400,000 university students have taken courses in community colleges at some time during their academic careers. But these figures are only estimates based on woefully incomplete data. A single college may have more or less reliable information but it is impossible to compare with corresponding data from other colleges because of the varying definitions in reporting procedures. The same holds true for statewide studies.

Data on students entering all types of colleges nationwide yield some information but the community college portion of the samples is typically small. Using CIRP data, Astin (1983) has calculated institutional effects by controlling for up to 100 variables. He concludes that "a baccalaureate-oriented freshman who enrolls initially at a community college has a 16 percent better chance of becoming a dropout than a comparable student who enrolls at a public four-year college" (p. 125). However, he admits that most of the differential rate is due to the entering characteristics of the students, the fact that few community colleges have on-campus residents, and that community college students tend to work more hours per week outside of school and take fewer classes. After equating for students who reside away from home and who work less than twenty hours per week, Astin finds the discrepancy between expected and actual dropout rates among community college entrants drops to seven percent.

Several analysts have relied on data from the National Longitudinal Survey of the High School Class of 1972 (NLS) which surveyed a sample of high school seniors and did follow-up surveys in several subsequent years. The sample included 825 students who enrolled initially in 85 two-year colleges. Velez (1985) used the NLS 1976 follow-up, which showed 42 percent of the four-year college entrants and 12 percent of the two-year college entrants completing the baccalaureate, and concluded that where one began college had an important effect on attainment. He also noted that "Living quarters had the largest significant effect on the probability of finishing college" and that "students who had work-study jobs had a 23 percent higher probability of finishing college" (p. 197). Pascarella (1986) used NLS data to calculate student progress after nine years. He found fourteen variables accounting for 17 percent of the variance in persistence and 24 percent of the variance in baccalaureate attainment. Anderson (1981) ran twenty-six variables to find that community college entrants were less likely to persist through the sophomore year. She acknowledged, "It is true that these variables explain only a small proportion of the variance in persistence....[The intervening variables included in the models mediated only a small proportion of the effects of college, work and residence" (pp. 13-14). Adelman (1988) used NLS data to conclude that "one out of five individuals who attend two-year colleges eventually attends a four-year college, irrespective of whether a degree is earned at either type of institution," and called that the "true 'defacto transfer rate.'"

Single college system studies include Alba and Lavin's (1981) analysis of the students who were shunted to community colleges in the CUNY system after open admissions was effected in 1970. They found that after five years there was no difference in persistence but that senior college matriculants were twice as likely to have received the baccalaureate. However, students in two of the five community colleges in the system showed no difference in attainment, leading them to conclude, "We do not know what mechanisms in the community-college context helped to produce this impact" (p. 235).

The difficulty in disaggregating the effects of community colleges from the characteristics of the students who enter them is magnified in the attempts to describe the community colleges' special effects on minority students. In general, students who enter community colleges instead of universities are of lower academic ability, lower socio-economic class, and have lower academic aspirations. The various studies that have attempted to control for those variables frequently also attempt to control for the fact that minority students are more likely to enter community colleges than universities. Here, though, the difference is much greater for Hispanic students than for Blacks, and much less for Asian students; hence the term, "minority student" loses much of its precision. Still, the best estimates suggest that White students, who comprise 75 percent of the community college enrollment, obtain 85 percent of the associate degrees; Black students, 13 percent of enrollment, obtain eight percent of the Associate Degrees; Hispanic students, six percent of enrollment, obtain four percent of the degrees. The California Postsecondary Education Commission, calculating transfer rates as a ratio of full-time freshmen entering college two years earlier, finds that Blacks comprise 10 percent of the freshmen and seven percent of the transfers, while Hispanics comprise 17 percent of the community college freshmen and nine percent of the transfers. (Overall, a total of two percent of the community college matriculants transfer to the University of California and 10 percent to the California State University system.)

A REVIEW OF PRACTICES FACILITATING TRANSFER

The issue of minority student transfer has been considered for several years. As reported in the literature, existing practices may be summarized under three headings: The High School Connection; The Baccalaureate Connection; and, within the community colleges, Student Support Services. These activities are summarized below.

The High School Connection

Since the road to transfer begins well before college matriculation, several authors (e.g., Samuels, 1985) have called on colleges to begin academic and other intervention efforts at the high school level. Such efforts are especially important for minority students. Cohen (1984), for example, notes that Hispanic students have relatively poor academic records at all levels of education and that it is inappropriate to single out community colleges as doing a disservice to these students when it comes to baccalaureate achievement. Hayward (1985) concurs, arguing that low transfer rates among Hispanic and Black students in California have their roots in the record of failure that many of the students suffer in high school. Disproportionately large numbers of these students drop out before reaching the twelfth grade, and of those students who do receive a high school diploma, relatively few are eligible to enter the University of California or the California State University System. Hayward concludes that "when these lamentable graduation and eligibility rates are related to actual participation rates in community colleges and the four-year segments there is little wonder that the transfer rate of Black and Hispanic students continues to lag behind those of other students" (p. 5).

While many interventions at the high school level are limited to concurrent enrollment programs for top-ranking high school students, a growing number of colleges and college systems are, either indirectly or directly, taking steps to hone the skills of students with academic deficiencies. An indirect method of assisting high school students is the specification, publication, and dissemination of those academic competencies expected of entering college students. In California, for example, the statewide academic senates of the community college system, the California State University and Colleges, and the University of California have published a handbook for parents, teachers, and high school students outlining mathematics and other academic skills that students should have before starting freshman-level college work (Academic Senate of the California

Community Colleges, 1982). The State of Illinois has taken a more formal approach by adopting a uniform set of high school subject requirements (effective in the fall of 1990) for admission to university baccalaureate degree programs and to community college associate in arts and associate in science degree programs. In setting these requirements, the state hopes to send high school students "a clear signal" as to what is expected of college entrants. And by doing so, the state believes that "the quality of high school preparation and the quality of both associate degrees and baccalureate degrees should also improve" (Illinois Community College Board, 1985, p. 1).

Other colleges have taken a more direct approach in assisting high school students. The case of LaGuardia Community College's Middle College High School, which offers instruction and services to potential high school dropouts, is an example. By operating the high school on campus in cooperation with the Board of Education of the City of New York, LaGuardia has taken direct action in reducing the urban dropout rate, preparing students more effectively for college or work, and attracting economically disadvantaged students to higher education (Moed and Greenberg, 1982; Lieberman, 1986).

The high school intervention efforts of Cuyahoga Community College (Ohio), Clark Technical College (Ohio), and the Community College of Philadelphia (Pennsylvania) present less extreme cases. Cuyahoga has joined forces with Links, Inc. (a national organization of Black women dedicated to civic, cultural, and educational activities) to administer a program designed to improve the test-taking skills of inner-city high school students and to help them build the skills needed to succeed in postsecondary education (Harris and Rohfeld, 1983). Clark Technical College's "High School Liaison Project" has sponsored several programs for local high school students, including a writing skills competition and a summer "bridge" workshop on college survival skills. Clark has also encouraged local high schools to participate in statewide testing programs that are designed to assess the math and writing skills of high school juniors and to thus encourage students to seek remediation (if necessary) before high school graduation (Bordner, 1985). Finally, the Community College of Philadelphia has cooperated with a local high school in a program designed to improve the reading, writing, and thinking skills of low-achieving, poverty-level students in the eleventh grade. Professors from the college have visited the high school to conduct classes, and the students also have had the opportunity to visit the college for special lectures and courses (Hatala, 1982).

Part of the movement to improve transfer rates, then, involves the reestablishment of ties between community colleges and high schools. While many college leaders in the post-World War II era worked to disassociate two-year institutions from their secondary-school origins, college-high school collaborations are reemerging in the effort to prepare disadvantaged and ill-prepared students for baccalaureate studies. Certainly this makes sense, given the difficulties community college educators face in addressing student skills deficiencies that have been years in the making.

The Baccalaureate Connection

Because community college students must transfer to other institutions in order to earn the bachelor's degree, articulation agreements specifying the transferability of course credits have existed from the beginning of the junior college movement. These agreements generally take three forms: "documents in the form of equivalency guides issued by institutions, agreements negotiated by individual colleges and universities or by segments within a state, and guidelines and policies developed and controlled by state agencies or commissions" (Kintzer and Wattenbarger, 1985, p. 21).

Such agreements, on the surface at least, can ease the flow of community college students to baccalaureate-granting institutions. In Florida, for example, a formal, statewide articulation plan between the state university and the community college system ensures, at a minimum, that those transfer students who have earned an associate degree will not be required to complete additional general education requirements while in the upper-division (Kintzer and Wattenbarger, 1985). Other states, such as California, rely on voluntary agreements among individual institutions, thus creating a more complex transfer situation with less certainty for the student as to what will and will not transfer. The Mexican-American Legal Defense and Educational Fund has charged that lack of agreement between higher education segments in California is a serious impediment to transfer:

> In lieu of uniformity in transferable courses between the three segments, students must rely on individual

> articulation agreements between specific community colleges and four year schools. Where they exist, they generally are between community colleges and four-year schools in close geographical proximity to one another. More importantly, the agreements are voluntary rather than mandatory, and there is no enforcment mechanism if a four-year school chooses to dishonor an existing articulation agreement with respect to a particular course" (Avila and others, 1983, p. 15).

Because formalization and uniformity of articulation agreements do not assure that community college transfer students will have the competencies requisite for academic success, those studying articulation focus on the transferability of student competencies in addition to earned credits. The issue of student competency has become especially urgent in light of recent research indicating that community college studies may not be sufficiently rigorous. Richardson (1984) and Richardson, Fisk, and Okun (1983) suggest that community college instructors "teach down" to the level of their students, thus doing little to raise the reading, writing, and mathematical competencies of the large number of underprepared students entering community colleges. Taking a similar view, Russell and Perez (1980) charge that large enrollments of nontransfer students have caused instructors in the physical sciences to weaken the academic rigor of their courses, much to the detriment of those who will eventually have to compete with university students. Curnutt (1985) makes similar observations about mathematics instruction, charging that instructors "have underestimated their audiences by concentrating on mathematical fun-and-games or consumer mathematics" (p. 27). Thus it is not surprising that many observers question the validity of articulation agreements based on course titles and descriptions rather than actual student outcomes. Decker and

Silverman (1984), for example, stress that:

> the definition of articulation must be expanded to include the active involvement of faculty, counselors, and administrators from all segments [of higher education] in determining academic rigor and expected competencies. It is not sufficient to ensure the acceptance of credits from one segment to another, it is also necessary to ascertain whether those credits carry with them the necessary acquired skills and academic competencies expected of transfer students" (p. 82).

How is this to be accomplished? One alternative is to encourage faculty dialogue in the various sectors of higher education in order "to determine the proper academic rigor and expected competencies of students completing courses within given disciplines" (Decker and Silverman, 1984, p. 82). Another approach, suggested by Russell and Perez (1980), is to appoint community college faculty members on a temporary basis as visiting instructors at four-year institutions and universities; this would reacquaint the instructors with university students and with the rigor needed for success at the upper division. A third method is to establish an exit testing program for transfer students. In Florida, for example, all students (including community college transfers) must pass a College-Level Academic Skills Test (CLAST) before assuming upper-division studies at public universities. The test, mandated by the state legislature, at least assures that students entering the junior year have demonstrated minimum competencies in mathematics, reading, and writing (Florida State Department of Education, 1982).

Except for the application of CLAST, the literature documents relatively few attempts to articulate lower- and upper-division studies on the basis of student competencies. It has become clear, however, that articulation--if it is to enhance the college transfer function--should be based on student knowledge as well as on course titles and units.

Student Support Services

Another manifestation of the movement to improve community college transfer rates is the gradual abandonment of the laissez-faire approach to student matriculation and academic progress. Some two-year colleges are installing student assessment and placement programs, tracking systems, and standards of academic progress that are designed to help students identify and overcome skills deficiencies as well as to keep students apprised of their progress toward educational goals. In addition, some colleges have established special support programs for minority and economically disadvantaged students whose goal is transfer. Students, then, are not left to their own devices. In order to increase the chances of successful goal completion, enrollment is increasingly viewed as a contract: the college pledges to provide the instruction and support services necessary for academic achievement while the student is obliged to complete assigned coursework and maintain satisfactory progress toward completing a program (California Community College, 1984, p. 6).

The growing acceptance of skills assessment for entering students (and of placement in remedial classes when necessary) has been well documented by Rounds (1984) and by Rounds and Anderson (1985). Negative attitudes toward testing, rooted in the philosophy that adult students should make their own decisions without the hindrance of prerequisites or requirements, have largely given way to an acceptance of testing as part of the college's responsibility to help students achieve their educational goals. Miami-Dade Community College has, since 1980, implemented a policy of mandatory English and mathematics placement testing for four categories of students: first-time students enrolling for nine or more credits, all students entering English or mathematics courses, all students who accumulate 15 or more credits, and all high school students who are concurrently enrolled in the college (Preston, 1985). In California, a consortium of community colleges has developed an assessment model that links testing with curriculum development; eschewing the use of tests to allocate students to existing courses, the consortium urges educators to design courses that will meet specific skills deficiencies emerging in test results (Bray, 1983).

Testing programs have been established and mandated at the state level in Georgia, Florida, and New Jersey (Rounds and Andersen, 1985). In New Jersey, for example, all students entering public institutions of higher education must complete the New Jersey College Basic Skills Placement Test. The NJCBSPT allows colleges to identify students with skills deficiencies and provides a baseline data set that can be used to assess the effectiveness of remedial efforts (Morante and others, 1982). Similar testing programs are under development in several other states.

Many educators urge that testing be used as only the first step in assessment and tracking systems that monitor student progress toward educational goals. Besides mandatory assessment, these reforms include the establishment of standards of academic progress, controls on the amount of credit for which students can enroll, regulations regarding academic probation and dismissal, and student information systems to provide individualized feedback on mid-term academic performance and to apprise students of their progress in meeting graduation and articulation requirements.

Such assessment and tracking systems are now largely accepted as a means of combating student attrition and increasing the rate of transfer and baccalaureate attainment. The Southern Regional Education Board's Commission for Educational Quality has recommended that state higher education agencies establish statewide standards for student placement, implement consistent assessment procedures at all institutions, specify standards of academic progress, and outline specific skills and knowledge needed for the bachelor's degree (Southern Regional Education Board, 1985). The Board of Governors of the California community college system has recommended the implementation of a matriculation plan that requires students to declare an educational objective and charges colleges with the responsibility of providing the assistance students need to meet those objectives. The plan has six components:

1. an admissions procedure that solicits information on the students' goals and special needs;
2. mandatory orientation for new students;
3. pre-enrollment testing, assessment, and counseling;

4. academic advisement;

5. a computerized student tracking system to monitor student progress; and

6. a comprehensive system of institutional research and evaluation to assess the plan's effectiveness (California Community Colleges, 1985).

Portions of the plan were funded beginning in 1986.

Special support programs that are designed to promote the educational mobility of minority and other disadvantaged students have also been part of the movement to improve transfer. The American Association of Colleges and the Andrew W. Mellon Foundation provided 12 baccalaureate-granting colleges with grants for increasing the flow of community college transfers (especially minorities) to their institutions. Among other activities, the participating colleges developed articulation programs with neighboring two-year institutions, offered handbooks and counseling services for potential transfers, encouraged joint meetings of faculty at neighboring two-year and four-year colleges, and developed special application and registration procedures for community college transfers.

Several special programs to promote transfer have been undertaken at individual community colleges and universities in California. These efforts, briefly described in testimony by college leaders before the California Postsecondary Education Commission's Ad Hoc Committee on Community College Transfer include:

** The SBCC/UCSB Transition Program uses articulation agreements, computer tracking and advisement systems, transition courses, and concurrent enrollment plans to facilitate the transfer of minorities (and other students) between Santa Barbara City College and the

University of California at Santa Barbara;

- ** The Transfer Opportunity Program provides information, encouragement, and financial aid for students (especially minorities) who are considering transfer between the Los Rios Community College District and the University of California at Davis; and

- ** The TRANS-SEND project conducted by Palomar College and the University of California at San Diego studies and attempts to overcome barriers to transfer that are encountered by disadvantaged students. (California State Postsecondary Education Commission, 1984).

Other California projects include the Sacramento Student Transition Project, which recruites community college students throughout California to participate in work-experience internships while at the same time enrolling at the California State University, Sacramento; the Merced-Medesto-San Joaquin Delta Student Transition Project, which provides transition services for students at three community colleges as well as concurrent enrollment at the California State University, Stanislaus; and the San Diego Student Transition Project, which offers student transition counseling and orientation seminars at four-year colleges (California State Postsecondary Education Commission, 1983). The Passport Directory, sent to all senior institutions in the state, lists the names of minority sophomores in 21 community colleges who might be recruited. In addition to these projects, the California State Postsecondary Education Commission (1985) has issued a series of recommendations designed to promote the transfer of disadvantaged community college students who qualify for the state's Extended Opportunity Programs and Services (EOPS). Included is the recommendation that "Extended Opportunity Programs and Services on every community college campus should explicitly emphasize and encourage transfer among their other goals" (p. 15).

Do these special programs for minorities and other disadvantaged students lead to transfer and the attainment of the baccalaureate? Observers in California tend to be skeptical. In discussing Palomar College's TRANS-SEND Project, Erickson (1984) suggests that no single project can overcome the cultural barriers that exist between some minority students and the university. The California State Postsecondary Education Commission raises another concern, arguing that no one intervention project for special populations is likely to increase the transfer of disadvantaged students unless there is significant reform of the educational system as a whole:

> All potential transfer students, regardless of their ethnic background or income level, must deal with various barriers that make the transition from two- to four-year institutions difficult and in some cases impossible. The relatively low rate of transfer among community college students of all ethnic groups indicates that these barriers are substantial and cannot be overcome easily with small-scale, specially funded projects. Existing evidence indicates that efforts to improve the transfer rate for targeted groups must be undertaken within the context of broad-based efforts to increase the transfer rate for all students and should involve both faculty and counseling staff (California State Postsecondary Education Commission, 1983, p. 23).

Miami-Dade Community College's mandatory assessment program provides a built-in system for identifying and determining the skill levels of those students who are accumulating credit hours from several classes and who may be potential transfer students. In addition, the college's Advisement and Graduation Information System (AGIS) and Academic Alert and Advisement System (AAAS) provide continuous information on student academic progress. AGIS, an on-line computer aid for counseling staff, aligns the student's transcript with degree and graduation requirements; it also generates a sequencing of recommended courses based on the individual student's background, goals, and the particular college to which he or she wishes to transfer (Harper and Others, 1981). The AAAS system is also computerized and is used to inform students halfway into the term about their progress in individual courses and to provide them with appropriate academic advisement. The feedback information received by the student through AAAS takes the form of a computer-generated letter based on information supplied by course instructors (Anandam and DeGregorio, 1981).

Other examples of computerized information systems include ASSIST, a microcomputer-driven program being developed in California to provide course and program articulation information, and ESCALATE, an online system used to provide articulation information in Michigan (Western Interstate Commission for Higher Education, 1985; Hendershot, 1982). But outside of these signal cases, the literature yields little evidence of success in the development of large-scale information systems that monitor and assist student flow through the educational pipeline; the costs of developing such systems are usually prohibitive. Much of the data collected on college students are generated through state information systems that are designed for enrollment and student accounting purposes rather than for studies of persistence and performance. Without additional funds to change existing data collection systems or create new ones from scratch, data on student outcome measures (such as transfer) are hard to come by.

Incompatible computer hardware and software pose another problem. The Western Interstate Commission for Higher Education (WICHE), for example, attempted to develop an interstate, computerized course equivalency guide to be used by college students in gathering information on course and program articulation. Project administrators, however, quickly determined that their objective was too ambitious; different computer systems in the states, different sofware, and different data elements made the guide, in the opinion of computer experts, almost impossible. One of the project outcomes was a more realistic understanding of the time and resources required to develop computerized information systems.

As long as state data collection efforts facilitate enrollment counts rather than analyses of student flow, and as long as funds for instructional research and computer support remain limited, it is unlikely that colleges will successfully develop large-scale information systems needed to strengthen the transfer function. Colleges can, however, take less expensive steps to at least improve information flow. In California, for example, state funds have been appropriated at approximately 20 community colleges to develop on-campus transfer centers. The centers will provide counseling and information for students who want to transfer; this at least serves the purpose of providing a visible, central location for the dissemination of whatever transfer information is available. Another option is the publication of informational brochures such as the Arizona Higher Education Course Equivalency Guide, "which is used to determine the equivalency of Arizona Community College courses to those at the three Arizona State Universities" (Western Interstate Commission for Higher Education, Appendix H, p. 1). Transfer centers and brochures, however, do not solve the larger problem of tracking student flow from community college matriculation to successful attainment of the baccalaureate.

Conclusion

Because universities and four-year colleges never relinquished lower-division instruction to the emerging junior colleges of the early Twentieth Century, two-year institutions developed as adjunctive colleges, largely outside of the educational pipeline stretching from kindergarten through graduate school. The adjunctive nature of the junior college was reinforced by the addition of noncollegiate functions to the curriculum in the 1960s and 1970s.

Today's efforts to strengthen the transfer function, represent a multifaceted attempt to place the community college more securely in the educational mainstream. Focusing not only on the transfer of course credits from two-year to four-year colleges, these efforts have included programs to better prepare students for college work before they enter the community college, attempts to equalize the academic rigor of lower-division courses taught at community colleges and senior institutions, college matriculation plans that stress the identification and achievement of student goals, and information systems designed to monitor and support student flow from matriculation through transfer. Each represents a significant departure from the community education emphasis on the ad hoc educational needs of adults who are not in the educational pipeline to the baccalaureate.

Will these efforts succeed in raising transfer rates? In time they undoubtedly will but it takes years to perceive the effects of educational reforms. And the question cannot be answered until more consistent data on transfer and student flow become available. As long as current data collection systems stress headcount enrollment rather than achievement and persistence, it will be difficult to gauge the success of transfer improvement projects. Colleges should be provided with incentives to collect accurate student follow-up data; perhaps this could be accomplished through funding mechanisms that reward colleges for the number of students who successfully transfer as well as for the number of students who matriculate. In any case, changes in information-gathering practices are clearly needed to assess the progress community colleges make in helping students along to the baccalaureate.

UCCTOP I

The Ford Foundation has long had an interest in the progress of minorities through the American higher educational system. Beginning in the early 1980s the Foundation expanded its efforts to involve the community colleges. A study of transfer education from the institutional point of view was initiated in 1981, and in 1983 the Foundation invited 68 urban, publicly-supported community colleges that had high percentages of minority students to apply for funds to support transfer activities. The project, designated the Urban Community Colleges Transfer Opportunities Program(UCCTOP), made awards of $25,000 to each of 24 institutions, and supplemental awards to 18 of them. The five colleges that received supplemental awards of between $100,000 and $225,000 were designated the UCCTOP II group. The Center for the Study of Community Colleges participated in the first phase of UCCTOP by assisting in designing the selection procedures and by collecting and analyzing data about the 24 colleges and the way they structure their activities to promote minority student transfer. Changes experienced by the 24 UCCTOP colleges between the mid-seventies and early 1980s indicated some important differences in the internal and external environments of these institutions. As a group, the colleges experienced a slight increase in headcount enrollment; however, the increase was considerably lower than the nationwide average for public two-year colleges: nine percent versus 19 percent. Despite an increase in headcount enrollment, the UCCTOP colleges experienced a two percent decline in full-time equivalent students. The average proportion of minority students enrolled in the colleges remained stable; in both time periods the group average for minority enrollment was two-thirds of the total enrollment.

The 24 colleges experienced a four percent decline in the number of associate degrees conferred in arts and science between 1976 and 1982. On the other hand, there was an increase of 18 percent in the number of degrees conferred in occupational/technical fields. Therefore, the number of total degrees conferred by the colleges was fairly stable between 1975-76 and 1981-82. On average, the UCCTOP colleges confer less than 12 degrees per 100 full-time equivalent students. Comparable figures for all two-year colleges (public and private) in 1981 indicate that they confer 15 degrees per 100 full-time equivalent students.

The Center also found:

- Faculty in the 24 colleges included a higher proportion of minority group instructors;
- Although most of the faculty believed that students would gain a better sense of accomplishment if they earned a baccalaureate degree, only one in five felt that the primary function of the community college should be to prepare students for transfer;
- More than half the students had family incomes of less than $16,000;
- Compared with students in all community colleges, those in the UCCTOP group were more likely to be interested in transferring (53% vs. 34%), less likely to be attending for their own personal interest (7% vs. 14%);
- The majority of the students were attending primarily to prepare for transfer but nearly half indicated that they had not taken advantage of such college services as academic or career counseling, orientation for potential transfer students, or speaking with college staff members about the possibility of transfer;

- The differences in student intention were pronounced among members of different minority groups -- 70 percent of the Asian students were interested in preparing for transfer, 63 percent of the Hispanics, 45 percent of the Blacks;
- Only a minority of the students acted as transfer students should, i.e., enrolled in the proper courses, maintained awarenessof class transferability, or made deliberate plans for transfer by scanning university catalogues, meeting with counselors, or visiting the senior institutions;
- Most of the projects in which the UCCTOP colleges engaged centered on recruiting students, attempting to smooth articulation with senior institutions, and organizing special activities for certain student groups;
- Curriculum coordination with either secondary schools or universities seemed particularly lacking;
- The colleges were typically not adequately identifying transfer students early and in ensuring that a full complement of courses and services was available for them (Cohen, Brawer, and Bensimon, 1985).

Interviews with 24 College Representatives

In order to determine the extent of continuing transfer efforts after the termination of UCCTOP, Phase I, the Center staff conducted telephone interviews with key personnel at the 19 institutions that had received the initial grants but not the larger awards. These interviews were held in April and May of 1987, and in all but four institutions (Compton College, Honolulu Community College, Los Angeles Harbor College, and Roxbury College), the person interviewed had been actually involved in the initial project. Representatives from the five UCCTOP II colleges reported in person at a meeting in Los Angeles. Thus, the information provides a basis for evaluating the projects individually and the UCCTOP program in general.

This section presents findings from both the personal and telephone interviews with representatives from 24 colleges. It also discusses the effects of the Ford initiative on this group of institutions.

The following questions were asked of each college.

1. In what capacity were you involved in the UCCTOP program?
   What was done in the earlier project?
   If you were not involved in the earlier project, this is a brief overview of the activities:
2. Since the Ford money ended, have those activities to stimulate transfer at your college continued?
   If no, why?
   If yes, in what way? Tell me what has been and is being done.

3. Have you received any extramural funding for this purpose?
   State? Federal? Local?
4. Has the concern for transfer on your campus diminished, remained the same, or increased?
   Tell me about other activities. Which, if any (student services, orientation programs, administrative changes) have been geared especially to transfer?
   Are there any other people I should be talking to regarding these activities?
5. What do you see in terms of future transfer activities at your college?
   Please send written reports.

Baltimore Community College. Telephone interview with Stanley Maiser, co-director of the faculty component in UCCTOP I.

Following upon its initial $25,000 grant from the Ford Foundation, Baltimore Community College has developed a computer-based Student Information System. Although the primary use of this system is to look at retention factors on campus, it will also be used to follow up and track students who transfer to four-year colleges and universities.

Baltimore's major current effort, The High School-College Alliance, was developed with faculty members from the mathematics, science, and English departments; it is tied to work done previously under UCCTOP I. Another activity, however, is more closely geared to transfer, and this involves several universities: Johns Hopkins, the University of Baltimore, Maryland State, Coppin State, Towson State, and Notre Dame. By focusing on curriculum development, this effort goes beyond developing articulation agreements. An additional $15,000 grant from Ford has helped with these activities.

While the concern for transfer at this institution has remained the same, money is a problem and has limited the publication of relevant brochures. During the Ford grant, a full-time transfer coordinator was on campus but now other agendas have taken over. However, if the High School-College Alliance does become very active, it will become a city effort involving faculty at both levels of education.

Bronx Community College. Telephone interview with Carl Polowczyk, project director of UCCTOP I

Bronx Community College's UCCTOP I project had three components: improving the student information system by developing an electronic version of the student handbook, strengthening the transfer advisement and liaison system by installing the System for Interactive Guidance and Information (S.I.G.I.), and strengthening the academic program by block programming 100 students with academic deficiencies as well as requiring both an orientation and a college-level communications course. Actually, these efforts have had a "negative effect" on enrollment because transfer rates have increased (300 students as opposed to 100 previously), with students transferring earlier than before. Transfer has also been facilitated by the services of a transfer officer who monitors articulation and works with students who have 45 credits or more to prepare them for transfer.

Bronx received an additional $80,000 grant from Ford as well as money from a Commonwealth Fund for a program that bridges high school to college to university. The emphasis is on getting students in and out of Bronx within a year. In addition, high school students have been given discount rates (paid by Ford) to enable them to enroll in the Kaplan SAT preparation course.

Thus, the concerns for transfer and for moving students out have generally increased at Bronx. Helping this along is the development by CUNY of a course equivalency guide, whereas the entire university has become articulation conscious.

Mr. Polowczyk remarked that the "Ford funding has really altered the focus on campus, forced us to stop and take a look at ourselves." As a consequence--direct or indirect--the CUNY Board of Trustees passed a resolution insisting that all institutions (senior and community) identify a transfer office, just as Bronx had done. Articulation is now stressed, and the "Ford funding has called attention to the baccalaureate rate problem" and has "opened up options for more people."

Compton College. Telephone interview with Edison Jackson, not involved with UCCTOP I.

Compton has followed its initial Ford grant by installing a Transfer Center on campus, establishing close relationships with local churches, providing parental workshops with the Hispanic community, and developing a 2 + 2 high school and college program. An additional Ford grant of $39,000 has enabled the development of an Honors Program, which is a link to the state colleges and universities. Started in 1986, 75 students are currently enrolled.

A high school component also operates, with 11th graders encouraged to enroll. The Transfer Center has been established with the aid of a $94,000 grant from the state, part of a program effecting several California colleges.

Compton's president (Mr. Jackson) feels that the concern for transfer has increased on his campus. He wants the Associate in Arts degree to become a transfer degree, and is dedicated to raising standards on campus.

Cuyahoga Community College. Personal interviews with Janet Smith, who had been involved with UCCTOP I, and with Anne Bourjaily, a new person in charge of the UCCTOP II award.

This college integrated several college activities into a Center for Articulation and Transfer. This Center is geared to increasing the potential CCC student pool by working with high school students, and to increasing transfer rates by strengthening articulation agreements with traditionally Black and other institutions in Ohio. One of its major goals is to prepare students for progress without necessitating further remedial work. In that way, it is also a curricular project. And it is a hands-on project, directly involved with procedures that facilitate moving students from one place to another. In UCCTOP I Cuyahoga had proposed new articulation agreements, better course equivalency information, new curriculum configurations, more research on students, and work with an experimental group of students.

Cuyahoga received the smallest grant of the five colleges receiving UCCTOP II funds. It has the most eclectic program of the five UCCTOP institutions, involving articulation agreements, curriculum reform, outreach into the high schools, and other approaches. It is hard to determine which of these efforts are UCCTOP initiatives, however, since Cuyahoga has pooled the Ford monies with other funds in an overall effort to increase the educational options of minority students in its service district. However, because of the way in which the overall Transfer Center is functioning, these efforts will probably remain an integral part of the college, even after extramural funding has ceased.

Highland Park Community College. Telephone interview with UCCTOP I project director Carolyn Williams.

Highland Park's UCCTOP I grant covered six major activities: initiation of a student assessment program for all full-time students, which included course placement and counseling; visits from approximately 300 high school students; expansion of the existing honors program; establishment of a Work Study/Cooperative Education Experience Program; the upgrading of counseling and instructional services, with an emphasis on individual program advisement; and visits to 35 feeder high schools. With an additional award of $80,000 from the Ford Foundation, all these activities were continued.

A computerized advisement system, which was initiated by college registrars in Michigan, has helped transfer activities by establishing course equivalencies. And an articulation program, Intensified Skills for College Success, also has been developed to help students with individual plans.

The concern for transfer has increased at Highland Park, as exemplified by its intensified Honors Program. "The Ford program gave visibility to Highland Park Community College."

Honolulu Community College. Telephone interview with Sarah Miyahira, who was not involved in UCCTOP I.

The four activities started under UCCTOP I appear to be flourishing. Transfer Decisions, which was developed as an articulation course to assist students in their transition from a two-year to a four-year college or university, has been so successful that it has been expanded for all students. It is a modular credit course with as many as three credits applicable toward a degree.

Introduction to College Computer Study Skills-Computer Literacy enrolls between 60 and 100 students per semester. The transfer terminal, developed as a prototype with a transfer information data base accessible to students, faculty, and student services staff members, has changed somewhat. The college is switching over to different software and is trying to develop a similar program on a different computer. And the Student Tracking System has become more than a conceptual design. Further, the college is developing a way of tracking students after leaving, and of placing current students.

Honolulu has not received any extra money for its transfer activities, but the campus concern for transfer seems to have remained an important issue with the continuation of UCCTOP I efforts. At the same time, Ms. Miyahira indicated that while the mentor program for transfer students, comprised of volunteer faculty, was successful, it has taken a back seat to the college's current concerns for student retention. The liberal arts program is fairly strong, and faculty do still work with transfer students,but the real involvement now is toward retention.

Hostos Community College. Telephone interview with Renee Berger, who was the UCCTOP I project director.

Several activities initiated in UCCTOP I have continued at Hostos. A computerized system for identifying liberal arts students is operating, as is the Degree Requirements Check List wherein data about individual students are converted to machine readable forms. This check list indicates courses completed, courses in progress, and courses necessary for a degree; remedial work needed is also noted. Developed by administrators and faculty members, this check list is used by counselors and peer advisors for all students, not only for those who are potential transfers.

Hostos' peer advisement system has expanded to include alumni who are interested in talking with students. Workshops and regular meetings constitute this activity.

Two activities initially proposed for UCCTOP I have not been developed: a profile of liberal arts honors students by the Honors Committee and syllabi for proposed honors courses. Ms. Berger noted that although the Honors Program is still a possibility, it does raise a philosophical problem--that is, whether in a minority institution an honors program may be a devisive factor that evokes elitism.

Subsequent to the UCCTOP I funding, Hostos has received two grants from Ford--a two year grant (1985-1987) for $50,000 (for which they requested a time extension) and a $3,500 faculty development grant.

The concern for transfer on this campus has increased. Faculty have taken a "strong stand" to promote it, academic work has become more rigorous, liberal arts courses are examined for transferability, and the curriculum is negotiated with senior colleges, discipline by discipline. The core curriculum is also being examined. Ms. Berger seems to believe that in the future, activity on behalf of transfer will continue to grow because of both college and city efforts.

Houston Community College. Telephone interview with Norma Perez, director of Houston's UCCTOP I.

In UCCTOP I, Houston worked closely with 50 Hispanic and 60 Black students, counseling them individually and in groups, developing individual academic advisement plans, and administering tests. Since the Ford money ended, and with no additional external funding, the college is continuing its transfer efforts, but on a smaller scale.

One workshop per semester (as opposed to monthly workshops conducted in UCCTOP I) is held in each of 32 college sites. Generally, 15-20 students attend these workshops in which a video tape, produced in UCCTOP I, is featured. In addition, meetings are also held with counselors and department heads from the University of Houston, Clearlake, and other local colleges. The purpose of these meetings is to establish better articulation so that Houston Community College students can be better informed about transfer. Although articulation efforts were made before the Ford grant, Texas State University is now involved because of the Ford project. Houston's advisory committees to UCCTOP I "put the pressure on Texas State at that time." Weekly orientation sessions have been implemented at all campuses to help identify potential transfer students.

Ms. Perez feels that the concern for transfer at Houston has increased, not because of Ford but because the college is now being recognized as an academic institution and not solely as a vocational-technical institution. College publications have helped along this line. More efforts are being put into counseling and student orientation. Ms Perez feels the major problem is "making students aware of what the transfer process is and assuring that they have current courses."

Jefferson Community College. Telephone interview with Sandra Simmons, UCCTOP I project director.

Although counseling for students who are planning to transfer is no longer in operation at Jefferson, the college is still trying to bridge the gap between college and university. An articulation workshop was held on May 19, 1987, and Ms. Simmons reported that the college hoped eventually to come out with a manual.

Jefferson and the University of Louisville, its parent organization, are two miles apart. However, it took UCCTOP I to stimulate the University of Louisville to offer a scholarship to a Jefferson student, and that university is just now becoming serious about receiving Jefferson students.

Ford gave Jefferson a minor grant of $5,000 for the summer of 1984. This helped the college in its efforts at articulation. However, Ms. Simmons said that people at the college were "very upset" at not obtaining second funding from Ford. She reported that the concern for transfer had increased (primarily because of the University of Louisville's new perception of Jefferson).

LaGuardia Community College. Personal interviews with Janet Lieberman and Max Rodriguez, both involved in UCCTOP I.

LaGuardia's UCCTOP project is part of the college's general thrust to serve all students--to see transfer as an objective for everyone. While the subject is definitely slanted toward emphasizing curricular activities, it also heavily stresses the provision of information to students about transfer possibilities and requirements.

LaGuardia had proposed expanding several pre-existing activities: a transfer seminar required of all students; various student support services, such as transfer advisory teams comprised of current and former students; modified general education courses; and collaborative efforts with Vassar College. While a considerable amount of college funds as well as Ford monies have been expended on this project, it is fairly small in scale, featuring efforts to get students into prestigious four-year colleges that they would not otherwise consider. The major effort here is not in substantially increasing the number of students who transfer but in convincing the four-year colleges that community college transfers can be credible students.

Laney College. Telephone interview with Milt Shimabukuro, project director of UCCTOP I.

Transfer activities at Laney appear to be burgeoning. The college is one in 20 in California selected to develop a Transfer Center, which is located on campus and offers information on various four-year colleges and universities. This center coordinates all transfer activities on campus, one of which is the bus tour program. Annually, ten bus tours are arranged for about 150-200 students.

The study groups, instituted in UCCTOP I, have increased from four to 15. In fall 1986, 149 students spent three hours weekly for 18 weeks in these groups, concentrating on transfer level courses in math, English, and biology. Upper division students were hired to help tutor Laney students.

Laney also has a Concurrent Enrollment Program in which students take one course at a university while still attending Laney. Fifteen to 18 students are enrolled each semester at the University of California, Berkeley, and 15 at Holy Name College and Mills College; three students are concurrently enrolled at California State College, Hayward. University tuition is waived for these students.

Scholarships, financial aid, and early evaluation workshops also prevail, wherein representatives from four-year colleges (California State Colleges and Universities, and the University of California at Berkeley and Davis) participated with Laney staff. Each spring one week is dedicated to one four-year institution.

The Transfer Center project was given $90,000 for three years from the state. A private foundation in San Francisco also gave $120,000 to Laney for two years, terminating in May 1987.

The concern for transfer seems to have had an effect; between 190 and 200 students transferred to universities in the 1983-84 academic year, while the number in 1985-1986 was 220-240.

In addition, 1500 letters were sent to students and of these, responses suggested that 57 students were attending out-of-state universities.

Laney plans to continue its present activities for at least one year.

Lawson State Community College. Telephone interview with Gloria Sue Walker, principal investigator of UCCTOP I.

Partially as a result of the Ford project, the State of Alabama developed an articulation handbook for all state schools. Currently, Lawson is involved with two other projects -- the ESTRAM project with Educational Testing Service is developing a strategy for tracking students, which includes the design of a statistical base to provide information to colleges about their former students. Another project is with the United Negro Colleges, developing articulation programs with six or seven private four-year colleges in Alabama. The Ford Foundation is funding both the ETS project and the United Negro College program to work with feeder high schools.

Student information is now on computers, articulation is still an issue, the college is working with feeder high schools, and the ETS project will be stimulating.

Los Angeles City College. Telephone interview with Toni Forsyth, who worked on UCCTOP I and was one of the instructors preparing the paired courses.

Since the UCCTOP I project ended, LACC has been working on two major activities--an Honors Transfer Program and a Transfer Readiness Program. The Honors Program has been operating for five semesters, with about 35 students each term. The Transfer Readiness project offers preparatory courses in composition (one level below freshman composition) and mathematics (not the lowest course). About 20 students, who have GPA's of 2.4 to 2.9, are involved each semester, and the retention rate is high.

LACC is one of the 20 California colleges funded to develop a Transfer Center. The state has provided $90,000, plus $30,000 for a project director. The center is a resource for information about colleges nationally, calendaring regularly scheduled visits from university representatives and offering student counseling. In addition, 25 students from a proximate high school (Belmont) come to LACC for two hours of classes daily. These are 11th and 12th grade students who have been identified by their high school counselors as potential college students.

Los Angeles Harbor College. Telephone interview with Patricia Wainwright, who had not been involved with UCCTOP I.

For the most part, activities to stimulate transfer at Los Angeles Harbor College have continued. The college is involved in articulation efforts with the University of California, Irvine, and it is connected with UCLA's Transfer Alliance Program (45 students). The Directory of Transfer Students (Passport), was funded by Ford for two years beginning in October 1985 and expanded to include over 2800 students in 21 colleges.

Los Angeles Harbor is also working with CAPP (California Academic Partnership Program), which was established by the California State Legislature to serve as a catalyst to bring colleges and secondary and junior high schools together in developing programs to stimulate the college enrollment. Funds of $1.5 million (1987-1988) are allocated to the trustees of the California State University "for administration in cooperation with the Regents of the University of California, the Board of Governors of the California Community Colleges, and the Superintendent of Public Instruction."

Ms. Wainwright felt that concern for transfer had increased at Harbor because of the statewide joint commission and the California master plan review. Data on transfer rates are still elusive, but "more and better information" is being provided to incoming students through general counseling, early admissions programs, and open houses for potential transfers.

Los Angeles Mission College. Telephone interview with Horacio Fonseca, director of UCCTOP I.

When asked, "Since the Ford money ended, have those activities to stimulate transfer at your college continued?" Mr. Fonseca's response was "yes and no." After UCCTOP I terminated in 1984, Mission tried to institutionalize the program at four other Los Angeles district colleges -- City, Harbor, Mission, and West. By spring 1985, left-over money was distributed to these colleges and continued at a minimal level with the Faculty Mentor Program. This has since been disbanded because of insufficient resources.

Since December, 1986, Mission has been participating with the Ford-sponsored program that the Educational Testing Service is conducting with East St. Louis, Houston Community College, Lawson State, and San Diego City College. Outside of this involvement, the concern for transfer seems to have decreased at Mission, even though the need persists for accurate counseling services for students. Mr. Fonseca said that "unless something drastic happens from the state or district," nothing will happen in terms of future transfer activities. The college president is interested in a transfer center, but the "money is zilch."

Miami-Dade Community College. Personal interviews with Marcia Belcher and Ernestine Cole.

Miami-Dade College proposed to pull together several efforts at promoting transfer: counselors' visits to high schools to encourage students to matriculate at the college; peer support groups; visits to university campuses; and monitoring student progress. These programs operate throughout the institution as Academic Graduation and Information System (AGIS), Standards of Academic Progress (SOAP), and the extensive remedial and general education curriculum.

Like Cuyahoga, Miami-Dade is involved in several projects to improve the educational experiences of minorities. It is difficult to differentiate Ford-supported activities, however, from the many other activities that the college conducts.

Community College of Philadelphia. Personal interviews with Judith Eaton, Dennis McGrath, and Aram Terzian, all principals in UCCTOP I.

In their proposal to the Ford Foundation, the Community College of Philadelphia planned several activities centering on curriculum modification -- specifically, interdisciplinary courses, and writing across the curriculum -- and a revised counseling and registration procedures that would identify potential transfer students and integrate counseling into the academic program. Much of this modification was to rest on faculty development involving instructors who would teach the interdisciplinary courses, with additional reliance on an advisory group comprised of school and university administrators.

Philadelphia's project differs from most of the other 23 UCCTOP projects in that it emphasizes curricular change rather than direct measures taken with students. Moreover, the curriculum modification was led by a few faculty members and, at least initially, it seems to have alienated many more faculty who have raised the charges of "in group" partiality.

J. Sargeant Reynolds Community College. Telephone interview with Betsy Woolf, coordinator of UCCTOP.

The principal activities in the UCCTOP I project consisted of connecting J. Sargeant Reynolds with its proximate high schools and developing an alumni network. The high school emphasis was to encourage 10th grade students to take algebra and science classes as well as to encourage them to attend college after high school. Both these activities have continued and, indeed, expanded. About 480 students are affected annually by entering this high school program. In all, 1455 students have been served.

In addition, JSRCC students who are interested in transfer are taken on university tours, and all students are encouraged to complete their associate degree. This college has received a $2,000 grant from a private business corporation, and support on a small level (e.g., for a luncheon) from other local companies. In 1986, $7,500 was received from the state council. The University of Richmond offers three full tuition scholarships ($10,000) to JSRCC students. The college's yearly budget for transfer activities is $25,000 and if the money is short, the local board will make up the difference. This was further helped by a $75,000 grant for transfer activities, funded by the State Council of Higher Education for Virginia.

Ms. Woolf's feelings are that interest in transfer is increasing at this college. The University of Richmond scholarship's represent one form of encouragement. The president has committed himself to the transfer program, which has received national press coverage.

Roxbury Community College. Telephone interview with William B.D. Thompson, who was not involved with the program developed during UCCTOP I.

Roxbury is continuing with four major activities on behalf of transfer. A Course Transfer Guide provides information for Roxbury students to one of five baccalaureate-granting institutions: University of Massachusetts, Boston; Suffolk University; Northeastern University; Boston University; and Salem State College. This guide lists courses that must be taken for transfer to each of the five institutions specified. Roxbury also has less formal articulation agreements with several other proximate colleges.

Roxbury counselors work with students in an effort to establish goals. And some scholarship programs have been developed at Boston and Suffolk universities for Roxbury students. These activities have been supported chiefly by the Jesse B. Cox Charitable Trust Fund ($300,000 for three years). The Ford Foundation also gave an extra $30,000 to Roxbury.

Mr. Thompson, who works out of the president's office, said that transfer is a high priority of Roxbury's president. A transfer counselor is being moved into a permanent position funded by the college. An interest also exists in improving the college advisory system and providing more information on transfer, and efforts are being made to improve relationships with all four-year institutions in the Boston area.

Sacramento City College. Telephone interview with Barry Tucker, who had written the UCCTOP I proposal and was its program administrator.

In UCCTOP I, 1500 student transcripts were examined to identify potential transfers. Of the 465 students who met at least three of the established criteria, 161 were recruited for the 1983-84 transfer project but no follow-up information is available on the number who actually transferred.

Current activities to stimulate transfer at this institution consist of an early start program and visits to high schools in order to recruit students. A Ford grant of $80,000 is funding a program that begins in the eighth grade, bringing students to the college for campus tours. Seventy students are involved in the 8th through 10th or 11th grade middle school program, which includes a few weeks of intensive work in language, the arts, and computers as well as attendance in self-esteem classes after the tutoring. A mentor program with a judge or attorney is also popular.

In addition to the Ford money, the local National Basketball Association team gives game tickets, lunches, and free transportation to those students who are not truant. The local Urban League has raised money for the college, other funds are being solicited, and Mr. Tucker reported that the Sacramento district is number one among colleges transferring students to California state colleges and universities.

San Diego City College. Telephone interview with Mary Decker, who was the project director for UCCTOP I.

The major activity in UCCTOP I was the development of a computer program that would create a file of potential students from the existing data. Since then, project EXCEL was developed in conjunction with San Diego State University. Sixty EOPS students from a potential list of 450 have been followed. A president's scholars program also has been instituted, and this consists of independent study in small groups for 60 students.

Ford gave San Diego City College $5,000 for this extrawork; the district has institutionalized an Honors Program; ETS is using San Diego as one of its participating colleges; and San Diego City College has requested $43,000 to develop a middle college.

South Mountain Community College. Personal interview with Liz Warren, who was the co-director of UCCTOP I.

South Mountain had proposed various orientation programs to take place both on and off campus, a special course for freshmen, visits to high schools to encourage future SMCC enrollments, a mentor program for students who wished to participate, and follow-up activities with students who had transferred to Arizona State University. South Mountain's project was dedicated to helping many students at many stages. One of its major efforts was in pre-college orientation for high school students. Another focus was on counseling students at the college. The efforts tended to be cross-sectional, affecting different students at different times, as opposed to longitudinal, following the same cohort through from matriculation to transfer.

State Community College. Telephone interviews with Ruth Clayborne, who wrote the UCCTOP I grant proposal.

While the transfer activities at State Community College are not of the magnitude they were during the UCCTOP grant, State students are able to concurrently enroll in Southern Illinois University. Internships/practicum experiences also involve some of their students.

Statehas received extra Ford money ($5,000) and it is also participating in two other transfer-related projects that are funded by Ford. One is with the United Negro College Fund and the other with Educational Testing Service (ETS).

Transfer has become a state issue in Illinois, and the college has allocated funds for transfer activities next year.

West Los Angeles College. Telephone interview with Robert Williams, who had been project director for UCCTOP I.

West Los Angeles College appears to be rather vigorously involved in transfer activities. A follow-up mail survey of 500 students netted responses from 100 who had entered West in 1985. A Transfer Center funded by the college offers regularly scheduled meetings with university representatives concerning University of California and California State Colleges and University admissions requirements, financial aid, preparation for majors, housing, and making the transition. The Center offers counseling services; a well-stocked library of college catalogs, reference books, and major sheets; and other services.

West also has an Accelerated Transfer Program, an Honors Program for high achieving transfer students. An additional $15,000 grant from the Ford Foundation pays for some of these activities.

Summary

These telephone and personal reports from individuals who were either involved in the UCCTOP project or were knowledgeable about its activities, provide a basis for several insights regarding Ford's initiatives. The general feeling is that the UCCTOP program was a "good thing" in heightening awareness about transfer for minority students. A number of the respondents noted the importance of the Ford awards--not so much in terms of the actual $25,000 of UCCTOP I but more, in giving credibility to the colleges' efforts.

Some of the interviewees pointed to lesser efforts on behalf of transfer as a result of diminished or no external funding. While some of the transfer-oriented efforts were built into the daily structure, many of the colleges seem to rely on the actual dollars as a way of implementation. What is really being said in these cases may be "We don't value the activities that much--and if someone doesn't endorse them by providing money or publicity, why do them?"

Some of the 24 colleges are still busily involved with transfer, and perhaps the negative attitude expressed above will not affect them. These colleges are ones in which there is strong leadership (e.g., Miami-Dade, LaGuardia) and/or extra funding (e.g., San Diego, State). Articulation efforts are popular, as are university orientation and preparatory sessions. Honors Programs operate occasionally, and probably with decreasing effort as they give way to an involvement with reducing attrition. Some colleges have developed transfer centers, with special external support--for example, a couple of the colleges in the Ford sample are members of the 20-college California consortium that have been given special grants to develop transfer centers where literature about universities across the nation is available, a coordinator responds to questions students might have regarding transfer, and special university visits are arranged for university representatives to work with potential transfers. Efforts to go into the high schools to recruit students are made by some colleges.

What about the future of transfer support for minority students? Some colleges will undoubtedly continue to address this question, but many will take a back seat and look at issues that they consider more pressing--e.g., retention. If external support is provided again, this will undoubtedly change.

UCCTOP II

The Ford Foundation selected five colleges from among the original 24 to receive from $100,000 to $225,000 each for three years to pursue activities related to student flow and to collect data evidencing their project's effect. In this section of the report we outline their activities and summarize the data they presented. Information was obtained from Center staff visits to each of the five colleges, written materials and data that they provided, and meetings and workshops they attended under UCCTOP auspices.

Cuyahoga Community College

At a meeting with Cuyahoga Community College staff members, the college's arrangement with the Ohio State University was explained. OSU students in academic difficulty would return to Cuyahoga to take prescribed courses in an effort to raise their grade point average. This reverse transfer effort shows some promise but it is difficult to track such students through multiple enrollments.

Attracting transfer students to Cuyahoga is more of a problem than is assisting them to enter universities. A minuscule number of Cleveland high school students take the college boards or the ACT. Connecting the college with the high schools is difficult because there are 32 separate school districts in Cuyahoga County plus additional parochial and private school districts. Nonetheless, the college is committed to picking up the high school students and attempting to effect flow through and into the university.

The universities in Ohio have recently imposed entrance requirements regarding the number of English, math, and science courses that high school students must take if they wish immediate entry to the state's universities. This has had the effect of forcing more students into the five comprehensive community colleges and the various university branches and technical institutes within the state. The community colleges in that state have much local option because 55 percent of their funds are derived from their local tax base and an additional 15 percent from tuition, with only 30 percent coming from the state.

Cuyahoga has developed an umbrella for transfer studies, integrating several college activities into a Center for Articulation and Transfer (CATO). CATO is designed to increase the potential student pool by encouraging high school students to attend Cuyahoga and to increase transfer rates by strengthening articulation agreements with Ohio's traditionally Black colleges and with other segments of the state's universities. One of CATO's major goals is to prepare students for study at the universities without their having to take further remedial work after they leave the college. Thus it is also a curricular project. Cuyahoga has proposed new articulation agreements, better course equivalency information, new curriculum configurations, more research on students, and activities with an experimental group of students.

Cuyahoga has the most eclectic program of the five UCCTOP institutions, including articulation agreements, curriculum, outreach into the high schools, and reverse transfer agreements with the universities. However, because CATO predates UCCTOP, it is difficult to determine which of these efforts are UCCTOP initiatives. Cuyahoga has been making an overall effort to increase the educational options of minority students; efforts to improve transfer represent only a portion of their overall service arrangements. However, Cuyahoga seems in good position to continue working on behalf of transfer for minorities because CATO has been funded from other sources and will likely continue after UCCTOP has ended.

LaGuardia Community College

LaGuardia's staff members begin with the premise that the major barrier to transfer was that students were unclear about continuing their education and needed to explore the benefits of schooling beyond the associate degree. Students needed also to consider the range of options for financing, planning, and obtaining the baccalaureate. Thus the college developed its strategies to assist minority transfer under two broad categories: providing better transfer information and broadening transfer options.

The first feature of LaGuardia's program is a system to deliver transfer information to all students, faculty, and counselors. The college produced a Transfer Information Guide to assist students in selecting the best combination of courses to be used for transfer purposes. The college also developed a

Career Development Module to introduce educational and career planning in a required course that all students take during their first quarter. And, in tandem with a Cooperative Education Seminar, students also take a Transfer Seminar which focuses on planning for further studies, college selection, and application procedures and requirements. Students in that seminar typically are about two-thirds of the way toward graduation from LaGuardia.

LaGuardia provides other activities under its information transfer rubric. A College Transfer Fair is a biennial event in which students and representatives from senior institutions get together to discuss admissions criteria, academic programs, transferability of credits, financial aid and scholarships, and other features of moving from one institution to the other. LaGuardia also operates a Career and Transfer Resource Center to which students can come to receive materials and information about transfer and careers.

Under the heading of broadening transfer options, LaGuardia's staff members attempt to work with students in changing their attitudes toward transfer opportunities. LaGuardia joined two senior institutions in the city system, Baruch College and Queens College, in implementing a joint admissions program. This allows students to make choices about transfer at early admission to LaGuardia, thus mitigating the likelihood of their making mistakes about course requirements and other essentials of transferring.

One of the more visible of LaGuardia's efforts is the partnership with Vassar College in which students are given the opportunity to experience a private, selective, residential college setting, not an option that most LaGuardia students would ordinarily consider. The program was designed collaboratively by staff members in both institutions and enables students to go to Vassar over the summer and actually experience living in a totally different college environment. Participants in those summer institutes have transferred not only to Vassar but also to other senior institutions.

LaGuardia and Clark College also joined in a transfer partnership to encourage graduates to continue their education at an historically Black institution. Features of that program are student scholarships and special help in gaining on-campus housing in Atlanta.

Even though LaGuardia has worked with Vassar and Clark, most of the students who transfer select one of the senior institutions within the City of New York system. Several arrangements have been made with city universities to smooth curriculum articulation. As example, Long Island University offers courses on the LaGuardia campus so that students in certain curricular areas can begin taking credits toward a bachelors degree in business administration.

The LaGuardia staff feel that since transfer has been integrated into numerous on-going college activities, it will continue after UCCTOP has concluded. The transfer activities are being evaluated continually and aspects of the LaGuardia curriculum are also being assessed as they relate to the flow of students through the college. The usual difficulties with senior institutions' accepting community college student credits exist even in the CUNY system where LaGuardia and the senior institutions operate under the same structure. Much of the transfer emphasis at LaGuardia is handled through their cooperative education activity which makes for an interesting and useful connection.

LaGuardia's difficulty with the CUNY system centers on curriculum articulation. The staff would like to have 64 units at the college and 64 at a receiving university campus add up to a baccalaureate, but that would be rare because of the variant requirements in the university departments and because of the acceptability of some courses and not others. In common with universities elsewhere, the senior institutions in CUNY accept certain grades and certain courses from certain colleges within the system and allow students to transfer in with lower grades in the same courses from other colleges. In general, CUNY is still questioning whether its community colleges are equivalent to the first two years at the senior institution. Common course numbering has made no progress in the system, but a course equivalency guide is constantly being revised. The usual pattern of dropping in and out and taking classes in different institutions prevails.

Miami-Dade Community College

Miami-Dade, one of the largest community colleges in the nation, has awarded well over 100,000 associate degrees in its 27 years of existence. The college's record of students transferring to senior institutions has shifted over the years as new state requirements have been introduced and as the percentage of non-native English speakers attending the college has increased. The statewide College-Level Academic Skills Test (CLAST) has had a marked influence since its introduction in 1982. Students are not allowed to receive the associate degree and/or to progress to the junior year in any of the state's publicly-supported higher education structures unless they pass the four components of the test at an acceptable level. The test was undoubtedly the major reason for the 49 percent decline -- from 2412 to 1179 -- in degrees awarded at Miami-Dade North between 1981-82 and 1985-86. Some students failed one or more portions of the test; others left higher education without attempting the test; and still others transferred to institutions out of state where the test was not required.

Miami-Dade is the nation's leader in putting together the various components needed to assist students in moving into the college and out on into universities. They have built numerous remedial programs, imposed mandatory testing and placement, devised an Academic Graduation Information System (AGIS), enforced standards of academic progress, and in general made a thorough effort at student management.

Much information is available from the college's research office, which alone is larger and more productive than the research offices at any other community college in America. The reports emanating from that office are useful in tracking the influence of changes in the college level in CLAST and in tracking the progress of all students through the system.

The CLAST has had a significant impact on the curriculum at Miami-Dade -- and indeed in all of Florida's colleges -- since students take basic courses in reading, writing and arithmetic in preference to specialized courses in history, economics, literature, and other typically academic subjects. Enrollments in the academic disciplinary-based courses have declined notably since CLAST was introduced, and there has been a corresponding increase in the basic composition and mathematics courses. Students attending Miami-Dade typically complete between 70 and 80 hours before they transfer, with most of the additional credits comprised of enrollments in basic courses. The college faces difficulty in linking up the various state-mandated curriculum requirements: 36 hours in general education; 24,000 words written in the two years of classes; and the content on the statewide examination.

The sizable percentage of non-native English speaking students has led to a situation in which 10 percent of all credit course hours generated are in English as a second language classes. This notable curricular change has nothing to do with transfer requirements; it has been dictated by the demographics of the students. Additional competition from universities within and outside Florida has also affected student demographics, hence student flow. The college offers full tuition waivers to high-school students in the upper 10 percent of their graduating class, but receives now only 40 percent as many students from that group as it did when they began the program some 10 years ago. Part of the shortfall is undoubtedly due to the emergence of Florida International University as a competitor.

The UCCTOP project has been used to enhance transfer at the branch campus of Miami-Dade that enrolls the highest proportion of minority students, North Campus. Many efforts were undertaken, including counselors' visits to high schools to encourage matriculation at the college, coordinated student visits to university campuses, and a full complement of on-campus advising. However, Miami-Dade's major effort has been reserved for ensuring that the minority students are connected with the college's general processes of student management and remedial studies.

Miami-Dade plotted a variety of activities for different cohorts of minority students: high school students who were planning to enter Miami-Dade; students enrolling for the first time; students who had been at the college for up to three years and were still enrolled. The activities included test-preparation and transfer-course modules; seminars for students in particular major fields; interviews with counselors, peer tutorials, visits to university campuses, workshops, and an orientation course for freshmen. As the project went on, several refinements were made. A videotape on issues of transfer was produced; various curriculum modifications were undertaken that would enhance student abilities to pass the CLAST; high school counselors were brought in as adjunct counselors; and various groups of minority students were formed into study cohorts who could prepare for the CLAST together.

UCCTOP at Miami-Dade North Campus has helped coalesce various transfer-oriented activities in which the college has been engaged. It tends to mesh with a college-wide teaching/learning project. And, since success on the CLAST is so basic to all college activities, much of the UCCTOP effort has been in preparing students for that test.

Community College of Philadelphia

The Community College of Philadelphia's approach to enhancing transfer for minority students centered primarily on curriculum modification. The second phase expanded the work begun in Phase I: changing pre-existing courses and building new ones so that students would be involved more in writing and in studying academic disciplines that would enhance their transfer prospects. The project included also some special counseling for transfer students and necessary faculty development activities that would lead the staff toward curriculum modification. The staff hoped to be able to show that students who took special courses would be more likely to transfer and succeed than those who went through the college in the normal fashion.

The UCCTOP activities at Philadelphia have generally done what they set out to do. They have organized workshops for the faculty on writing across the curriculum, developed interdisciplinary courses for students who would be transfers. Three special interdisciplinary courses in social sciences and two in humanities were organized, although all did not succeed. Around one-third of the full-time faculty members have been involved and a high level of administrative support has been realized.

The curriculum modification in the direction of interdisciplinary activities and writing across the curriculum eventually would assist all students. Since minority student enrollment approximates 70 percent, anything that the college has done in curriculum development would be salutary. The faculty development seminars organized under program auspices have brought together faculty from different departments, including the career programs.

The CCP project has been decidedly ambitious. Attempting to transform the curriculum of an entire institution is a noble effort, one that takes time and continuing commitment. Turning a community college program in the direction of higher order intellectual activity is no easy task. Attempting to relate curriculum modification with student progress is even more difficult because of the number of variables that must be controlled. Setting up a project that would raise the level of faculty concern about their students' intellectual development in the hopes that that would lead to courses that better taught students to think critically about their studies and then connecting all of that with student progress through the college and on into the universities leads to many gaps, unwarranted assumptions, and unproven goals.

Assessing the flow of minority students into and through CCP was delayed initially because the project was so centered on faculty and curriculum development that direct involvement of cohorts of students was left aside. Because of the project's emphasis, and because of external forces affecting enrollments (diminished federal financial aid and changed state guidelines regarding student access to four-year institutions), direct effect on transfer has been difficult to assess. Furthermore, the college's major receiver institution has been reluctant to provide data on transferring students.

South Mountain Community College

South Mountain is by far the newest and smallest of the five UCCTOP II colleges. The first students entered in 1980; 2648 were enrolled in 1987. Eighty-five percent of the students attend part time, with the majority of them enrolled in but one course at a time; the mean is 5.0 credit hours per term.

The South Mountain UCCTOP program was designed to enhance minority student entry and transfer. To this end, college staff members have spent time in the local high schools and organized various activities for South Mountain students. Major program components included College Orientation for the students through an especially designed course, a Mentor program, and a program component that involved visits to universities as well as connections with university financial aid and registration officers.

The program's components were logically developed, but much did not work out as planned because of the students' pattern of casual connection with the college. The second year students involved in the University Orientation program were not necessarily the same as those in the Mentor program and those in the Mentor program, not necessarily those who were touched by the College Orientation program. South Mountain UCCTOP affected around 300 students, but the students came and went in the various program components.

A highlight of the program is the College Orientation activity which involves the total senior class in two private high schools (around 200 students). Around 15 to 20 faculty members each take responsibility for assisting one student each year in negotiating passage through the college's requirements. The University Orientation program involves fewer than 20 students per year but of those, around half transfer. Overall, the college sends not many more than 100 students per year to any university.

Data on student flow have not been easy to obtain because the college is in a multi-campus district and data must be provided by the central administration. (At South Mountain, as at LaGuardia, one more level of bureaucracy stands between the program managers and information about the number of students who transfer and their successes at the senior institutions.) One might surmise that with the small numbers involved at South Mountain a follow-through could be arranged, but the drop-in, drop-out characteristic of the students makes tracking quite difficult.

Additional detailed information about each college's activities is available in their own reports to the Foundation and in those prepared by each college's process evaluator.

The Data

One of the more difficult aspects of the colleges' involvement with UCCTOP has been in their providing data on the number of students affected by the programs, especially the number who receive associate degrees and/or transfer to universities.

Community colleges typically do not collect reliable data on student transfer. Most of them rely on the universities that receive their students to send information about those who matriculated. Some universities comply, others do not. The data that are supplied are frequently incomplete. The student may be considered a transfer if he or she took but one course at the community college and then listed that institution as the college of most recent attendance. In some state systems the universities coordinate all data on students, but definitions may vary between the different institutions. The state-provided data tapes are frequently outdated and difficult to interpret. It might be possible for community colleges to organize their own data collection efforts but few have the resources to pursue vigorous student follow-up activities.

As part of its activities with the UCCTOP colleges, the Center for the Study of Community Colleges made continual requests for each of the institutions to supply data on the number of students involved with UCCTOP program elements, the number receiving associate degrees, and the number transferring. The intent was to use those data as measures against which the success of UCCTOP could be determined. However, the colleges typically could not supply data in sufficient detail and, more important, those data that were available could not be used as measures of program outcome because of the numerous variables intervening between UCCTOP program activities on the one hand (Florida's College-Level Academic Skills Test, for example), and the number of students graduating or transferring on the other. Direct connections between the orientation sessions, curriculum development, special counseling, recruitment activities, and the other components that were attempted by the UCCTOP colleges, and the number of students transferring are just too difficult to ascertain. The full impact of UCCTOP might be traced in overall fashion as it has elevated the concern for transfer in the community colleges. But trying to connect transfer rates with one or another program component is not a reliable exercise. Overall, a more realistic assessment of UCCTOP's effects must await a later date because of the slow passage of students through the colleges.

The data that were solicited included numerous elements as follows:

- Five-year retrospective on associate degree recipients by gender;
- Five-year retrospective on associate degree recipients by ethnicity;
- Number of terms during which the students were enrolled at the college;
- Number of students entering with the intention of transferring;
- Number of students entering with the intention of transferring by gender;
- Number of students entering with the intention of transferring by ethnicity;
- Number of students transferring to a senior institution with or without receiving degrees;
- Number of students transferring to a senior institution

with or without receiving degrees by gender;

- Number of students transferring to a senior institution with or without receiving degrees by ethnicity;
- Number of students receiving bachelor's degrees for each of five years;
- Number of students receiving bachelor's degrees for each of five years by gender;
- Number of students receiving bachelor's degrees for each of five years by ethnicity;
- Number of students receiving bachelor's degrees who had previously earned associate degrees;
- Number of students obtaining the baccalaureate at various stages after transfer;
- Number of students still enrolled at the seniorinstitution;
- Number of students participating in the UCCTOP activities at the college;
- The names of the baccalaureate-granting institutions that receive most of the college's transferring students;
- The types of information regularly received from the senior institutions regarding the progress of transfers.

Data collected from each of the colleges are summarized here and reported in detail on the tables in Appendix A.

Enrollment in academic transfer programs at Miami-Dade, North Campus, declined by 11 percent between 1981-82 and 1985-86. Enrollment of Blacks declined by 10 percent and that of Hispanics by four percent. But the number receiving associate degrees declined much more precipitously. Degrees awarded over that five-year span declined by 49 percent. Degrees received by Black students declined by 57 percent and by Hispanic students, by 43 percent; degrees awarded to White students declined by 57 percent. The implementation of a statewide test for all degree-bound students undoubtedly affected the numbers receiving degrees.

The total number of students transferring declined also. In 1981-82 55 percent of the students who received a degree transferred while in 1984-85 the percentage of transfers had dropped to 46, although that number could increase as time goes by.

The types of degrees awarded shifted somewhat. Whereas around 78 percent of the graduating students were receiving Associate in Arts degrees in 1981-82, by 1985-86 that ratio had declined to 70 percent. Furthermore, in 1981-82 79 percent of the Black students who received degrees received Associate in Arts degrees, a figure that had dropped to 65 percent by 1985-86; Hispanic degree recipients dropped from 78 percent with the A.A. to 70 percent. The difference was made up by a commensurate increase in Associate in Science awards, but the Miami-Dade staff is quick to point out that the transfer rate for the A.S. recipients is very low; only around 20 percent of them move on.

Participation rates are somewhat different by gender. Females were more likely than males to participate in workshops, take practice tests, and do extra studying in preparing for the CLAST. Blacks were less likely to participate in workshops to prepare them to pass the CLAST or to initiate the contacts necessary to gain admission to the university.

Miami-Dade transfers to public universities in Florida totaled 2121 in 1982-83. Of those, 1434 had the Associate in Arts degree and 145 had the Associate in Science degree. Transfers with no degree totaled 528. Put another way, in 1982-83, 36 percent of the Blacks who received associate degrees transferred by the fall following graduation, 43 percent of the Whites, and 41 percent of the Hispanics. Of those receiving Associate in Science degrees, 17 percent of the Blacks, 11 percent of the Whites, and 16 percent of the Hispanics transferred immediately. In 1985-86, 1192 students transferred.

The data from South Mountain Community College should not be converted to percentages because the college is considerably smaller than the others. As example, South Mountain awarded Associate in Arts degrees to three males and seven females in 1981-82. By 1985-86 the numbers had increased to nine males and 19 females. The ethnic breakout among those degree recipients for 1981-82 was five Black, three Hispanic, two White; in 1985-86 it was nine Black, eight Hispanic, and nine White, with two "other".

South Mountain provided data on the length of enrollment by students receiving associate degrees. The awards in 1985-86 for all degrees received included nine who had been at the college for four or fewer terms, two who had been enrolled for five terms, seven for six terms, and 21 for seven or more terms.

The number of degrees awarded should be put in juxtaposition to the number of entering students who declared transfer intention: 84 males and 142 females in 1981-82, increasing steadily each year so that by 1985-86 the college was enrolling 662 males and 706 females who declared transfer intent.

Thirty-three students with Associate in Arts degrees and 39 who had earned at least 24 units at the college but no degree transferred between 1982 and 1985. A total of 156 students transferred during that four-year period; 162 students received associate degrees between 1981 and 1985.

The college provided some data on the number of students participating in UCCTOP-related activities. The College Orientation program drew a total of 20 Black participants in 1986-87, 42 Hispanics, and 10 Whites. The College Orientation program at the high school included 31 Black participants, 133 Hispanics, and 135 Whites. The Mentor program had a total of 15 students participating in all categories. The University Orientation program had 59 participants. Overall, 334 students participated in activities fostered by UCCTOP I and II. As of fall, 1987, a total of 137 had transferred to Arizona State University, five to Grand Canyon, two to Northern Arizona, and one to the University of Arizona.

The Community College of Philadelphia has provided some data. Their total enrollment of students in so-called academic transfer programs was remarkably stable between 1981-82 and 1985-86, approximating 5000 students in each of those years. However, the enrollment figures for minorities showed some change, with Black students declining from around 3000 to 2600; Hispanics were stable through the years. The Whites increased from just under 1400 to 1900.

The total number of students transferring declined by around

10 percent between 1982-83 and 1984-85. The number of Black students transferring declined by 20 percent, the number of White students transferring by 15 percent.

Associate degree awards are available for some of the years. The number of associate degrees awarded to Blacks increased by eight percent between 1981-82 and 1985-86; the awards for Hispanics stayed the same; the associate degrees awarded to Whites increased by 87 percent. But it is important to note that nearly all the degrees awarded by the Community College of Philadelphia are Associate of Applied Science (A.A.S.) or other associate degrees; in 1985-86 the college awarded only 23 Associate in Arts degrees and 24 Associate in Science degrees, the degrees that typically suggest transfer.

The number of students intending to transfer showed some differences by gender: 881 men and 1597 women in 1985-86.

The number of entering students who intend to transfer also showed some difference. From 1981-82 to 1985-86 the number of Blacks intending to transfer remained quite stable: 1224 to 1165; same for the Hispanics: 103 to 98. However, the number of Whites intending to transfer increased from 963 to 1201, a 20 percent increase.

The number of students who actually transfer after receiving the degree is illustrative of the fact that at Philadelphia, the Associate in Applied Science and the Associate in General Studies are the degrees of choice. Only 12 students transferred with an Associate in Arts degree and 11 students with an Associate in Science degree in 1985-86, whereas 302 students with A.A.S. and

163 with other degrees transferred. Both these latter figures were up markedly, just over 100 percent for the period 1981-82 to 1985-86.

The number of Blacks transferring during that same time period dropped from 232 to 183, a 21 percent decline. However, the number of Hispanics and Whites stayed approximately constant.

The number of men transferring dropped from 210 to 179, a 15 percent decline. The number of women transferring remained approximately constant.

Cuyahoga's data show two reverse trends -- the number of Associate of Arts degrees for males decreased 39 percent from 1971 to 1986 while male A.A./A.A.B. degrees increased 26 percent. Females remained about the same in terms of A.A.'s but increased notably (38%) in terms of obtaining the A.A.S. and A.A.B. degrees. Although small, the number of A.S. degrees awarded to both males and females increased.

There is some stability among Blacks in terms of attaining the A.A. degree, but a decrease for Whites. For both Blacks and Whites, however, the decrease was not consistent over the years, with the period between 1982 and 1985 showing increases: 94 percent for Blacks, 35 percent for other minorities, and 33 percent for Whites.

The number of years taken for Cuyahoga students to earn any associate degree is overwhelmingly seven or more. However, the average number of terms is fairly consistent.

The number of Blacks intending to transfer decreased from 1981 to 1986 by 27 percent; in the same time frame, other minorities decreased by 35 percent and Whites, by 25 percent.

When transfers with A.A. degrees are compared with those with A.A.S./A.A.B. degrees, the data show that the former group decreased over the five-year span (9%) while the latter sector showed an increase of 16 percent, a 25 percent differential. The number transferring with at least 24 credits but no degree decreased by nine percent.

From 1981 to 1986, the number of entering male and female students who indicated intent to transfer gradually decreased. In terms of actual transfers, all four cohorts (Black, Hispanic, Other Minorities, and White) showed a downward trend from 1981-82 to 1985-86. The academic years 1982-83 to 1983-87 showed increases for Blacks and Whites who transferred.

Men tended less to transfer over the years (10%) than women (8%). However, women showed a greater decline when their highest transfer year (1983-84) was compared with the lowest (1985-86) -- an increase of 12 percent compared with a decrease of eight percent, a 20 percent differential. And whereas the number of former female Cuyahoga students who received baccalaureate degrees remained constant over the years, males increased by 46 percent.

The number of students formerly from Cuyahoga who were still enrolled at senior institutions at various stages after transfer was fairly consistent from the 1981-82 through 1985-86 academic years.

The LaGuardia data indicate that the number of Associate of Arts degrees declined from 1981 to 1986, whereas other degrees increased. Male A.A. degree recipients declined 43 percent and White females declined by 35 percent. On the other hand, male

A.S. recipients increased 41 percent over the years and females, 26 percent. Male A.A.S. recipients were up by 23 percent; females by 19 percent; and for the total number of respondents, all degrees awarded showed an increase of seven percent.

The number of men entering LaGuardia in 1985-86 who indicated an interest in transferring decreased over those entering in 1981-82 (6%). However, in 1983-84 the number had increased 20 percent; in 1984-85, by 29 percent. This up and down movement appears elsewhere and is of considerable interest when tracking student flow.

The number of Blacks indicating intent to transfer increased by 12 percent from 1982 to 1986, while the other minorities increased by 96 percent. Apparently, many more "other" minority students entered LaGuardia in those ensuing years. Interestingly, though, the actual number of students with intent to transfer was almost the same from 1982 to 1986, with increases in the two intervening academic years.

Conclusions

The outcome of this data collection effort reflects the unevenness of available data on community college students generally. While data on enrollment and degrees awarded are readily available, little is known about students once they leave the college. All colleges -- with the exception of South Mountain -- were able to supply information on enrollment in academic/transfer programs and on the ethnicity of students in those programs (although the data are not always comparable between colleges). In addition, data on the number of associate degrees awarded and on the ethnicity of recipients were in most cases at hand. These figures at least provide indices of minority participation in transfer education.

But information on the number of students transferring and on the subsequent academic success of students after transfer is not readily available. Though college personnel can name the senior institutions that receive the largest proportion of transferring students, mechanisms for identifying and tracking transfer students are not fully developed.

Two institutions -- Miami-Dade Community College and South Mountain Community College -- receive information about students enrolled at (respectively) the State University System and Arizona State University. The Florida system provides Miami-Dade with a computer tape containing the social security numbers of students at the university. These numbers are matched with the social security numbers of Miami-Dade graduates to determine the number who have gone on to the nine state universities. (Many Miami-Dade students, however, do not have social security numbers.)

The transfer information received by South Mountain from Arizona State is the most complete. It includes the number of former South Mountain students transferring to ASU as well as data on the number of community college credits transferred for each student, the number of credits earned by each student during his or her first university semester, and the post-transfer grade point average earned by each student. ASU also provides information on the number of former South Mountain students who receive bachelor's degrees.

In the absence of assistance from large receiving universities, however, the colleges are on their own, each trying to gather data from a number of senior institutions or through follow-up surveys of former students. The colleges have taken several approaches to this data collection problem.

Cuyahoga Community College bases its transfer data on a survey conducted each June of students receiving associate degrees. The survey instrument asks the degree recipients if they plan to transfer, and the college uses the survey responses to estimate the number who will. Thus, if 50 percent of the respondents indicate that they intend to transfer, Cuyahoga estimates that 50 percent of the degree recipients will transfer. The figures reported by Cuyahoga, then, are estimated projections of transfers and not actual figures themselves.

Miami-Dade Community College is trying to determine the number of former students who have transferred to neighboring private institutions. The college has supplied these institutions with data tapes containing the social security numbers of former students and asked the private colleges to match these numbers with those of their own students. Three of the four local institutions have complied.

LaGuardia Community College has so far used follow-up surveys to estimate the percentage of graduates who transfer to senior institutions. The surveys are conducted each

January to assess the activities of those graduating with associate degrees in the previous academic year. Since most students transferring from LaGuardia enter senior institutions within the City University of New York, an attempt is being made to search CUNY computer records for data on former LaGuardia students. This has had only mixed results so far. Computing and software problems stand in the way. For example, information on 1981-82 and 1982-83 cohorts has not been readily available because data files that are two years or older are routinely archived. Nonetheless, the college is working on these problems and indicates that transfer data based on CUNY records might be available eventually.

The Community College of Philadelphia utilizes annual surveys of graduates and nonreturning students, reporting the number of respondents who transfer to Philadelphia-area four-year colleges. In addition, the college reports that it is presently involved with Temple University, Drexel University, Penn State University, Holy Family College, and the Philadelphia College of Pharmacy and Science in developing data bases that will help it to identify variables that are related to student success. Progress, however, has been slow. Temple University, which receives about 65 percent of CCP's transfers, has raised the confidentiality issue, arguing that the university may not have the legal right to provide CCP with information on the progress of individual transfer students. But an arrangement has been worked out, whereby CCP will receive aggregate data on the number of transfers at Temple and on their academic progress.

South Mountain Community College is trying to obtain data from surrounding colleges (besides ASU) through informal phone contacts but has not yet supplied these data.

In the final analysis, the transfer figures supplied by the colleges are the products of ad hoc data collection efforts undertaken in the absence of rigorous student tracking systems. As the notes on each of the attached tables make clear, the data are not comparable between institutions. At best, they provide proxy measures of minority participation and transfer that might be used as rough estimates of UCCTOP's impact at individual colleges. Of course, the data cannot be used to draw conclusions about the causal relationship between UCCTOP activities and transfer rates.

STATE POLICIES

Student flow through community colleges depends to some extent on state policies. A state where the universities and community colleges operate under common course numbering systems, and where the universities' expectations for student courses attained are clearly and consistently articulated, enjoys greater ease of movement between institutions. Few states fall into that category; most universities maintain inconsistent expectations for students, different institutional calendars, and students lose credit when they transfer. Furthermore, the information provided to potential transfer students is often vague or incomplete.

Studies of state policies have shown that the common calendar and course numbering system along with interinstitutional committees to work continually on details of transfer lead to more direct connections between institutions and ease the flow of students. According to Kintzer and Wattenbarger (1985), state system transfer policies not written into law were in effect in around 20 states, and several other states had inter-segmental agreements in which one institution agrees to recognize a general education core and to give full credit for courses taken and grades earned. Other states had only general policies affecting transfer, usually voluntary agreements achieved between institutions. In these types of agreements, found in around 15 states, transfer is haphazard.

Although we felt that we had reliable information about the 24 colleges participating in UCCTOP I and their relationships with the states in which the colleges operated, it seemed that information from all 50 states regarding transfer activities would be useful. Accordingly, in August and September 1987, telephone interviews were held with state directors, deputy directors, or their aides in all 50 states. In these discussions four questions were asked regarding special funded projects, legislative mandates for transfer, negotiated agreements between community college and university systems, and other activities related to transfer activities in the state.

Results of these interviews showed that 11 states had special funded projects; seven had legislative mandates; 43 negotiated agreements, and 27 states conducted other activities. While many similarities exist among statewide programs, certain activities stand out as unusual, dynamic, or especially effective. These are highlighted in this report.

Special Funded Projects and Legislative Mandates

Beginning in 1985, California allocated a considerable sum of money for two major functions. Three million dollars was designated for the establishment of transfer centers in 20 colleges. In addition, 21 million dollars was assigned for assessing, counseling, course replacement, and follow-up services. A statewide common course numbering project was begun. And a new reform bill with strong implications for transfer was introduced. (It did not pass in 1987; it should eventually come to fruition.)

For some time, Colorado's legislature has been interested in articulation, and a House bill mandated that institutions develop articulation plans. Funded by the Colorado Commission on Higher Education, a Quality Initiative Grant of $300,000 provides funds for projects designed to enhance the quality of courses. A unit core curriculum has been developed with 32 hours in the A.A. and 33 hours in the A.S. programs, making courses the same at all community colleges in the state.

Georgia's core curriculum to promote general education and transfer was mandated in 1967, and this continues as a statewide thrust. Michigan has introduced an appropriation bill for four-year colleges and universities to work out articulation models with two-year colleges. Although not minority-specific, it is hoped that this bill will reduce minority attrition.

For his sabbatical, a University of Minnesota professor worked on establishing better articulation plans. This state mandates the clarification of its college mission, and a task force has been established to develop a common course numbering system. Core course requirements for completing the baccalaureate have been established in Nevada, and special funds are allocated to computerize articulation openness, which are accessible statewide.

A different type of activity has been developed in New Jersey. In 1986-87, 3.5 million and in 1987-88, 9.1 million dollars were earmarked for community colleges. Challenge grants were developed for the express purpose of recruiting minorities, promoting secondary education, and developing technological programs. New York State has received a new Ford grant to encourage transfer for minorities and has appropriated funds for additional middle colleges. In Ohio, the General Assembly has appropriated "access improvement" funds to community colleges. Allocated funds will be used by the Ohio Board of Regents to develop programs that facilitate credit transfer between two- and four-year institutions. In addition, Ohio University is developing a model to be used throughout the state. Virginia's "other race" initiative provides funds for Black students to matriculate in traditionally White colleges, and for White students to attend traditionally Black institutions.

Negotiated Agreements and Other Activities

Almost all the states have some sort of negotiated agreements between their community college and university systems. Some of these (for example, Alabama and Mississippi) are dependent upon designated individuals to deal with the question of articulation; others have developed formal agreements between educational levels, both public and private. And several other states have adopted, or are in the process of adopting, common numbers for all courses taken in either the community colleges or the universities. Arizona's Course Equivalency Guide, available to all students, may well be the bench mark for this type of effort.

Arkansas has a Transfer Advisory Committee that publishes transfer requirements and commonality of courses, while North Dakota is presently recommending transcript analysis, asking registrars to develop a list of equivalent courses among institutions. In some states (e.g., Florida and Idaho), formalized articulation agreements based on common course numbering means automatic acceptance of associate degree holders by four-year institutions. In many states, however, -- for example, New Jersey -- this acceptance is more limited, depending upon specific university programs and particular colleges.

In Michigan, articulation agreements are voluntary, although all general education courses are accepted at four-year institutions. The state's 2+2 program is such that the universities appear to be satisfied but the two-year colleges are dissatisfied because they do not always offer courses that the universities deem to be prerequisite for majors.

Nebraska, which has no statewide but only individual compacts between specific institutions, has developed a 2+2 program wherein university faculty are sent to work at technological institutions. And Oregon's Transfer Hotline encourages people experiencing problems with the state system of higher education to call the community college representative.

In general, most states do have some type of negotiated agreements, but in practice, these frequently apply to individual institutions rather than to all colleges and universities statewide. Some of these guidelines are formal, others are in the nature of "gentlemen's agreements". At the same time, almost all the state directors or their deputies interviewed by the Center indicated a concern with transfer, and many of them implied that future efforts would be directed to that end.

To what extent the Ford transfer grants have stimulated these transfer-related activities is difficult to ascertain. However, the general concern for transfer that was given a push by the Ford Foundation certainly must be related in some ways to the statewide efforts.

EXTERNAL STIMULI

The UCCTOP program has assisted in stimulating many efforts on behalf of minority student transfer. One report dates from the September 29, 1983 issue of Time Magazine in which the UCCTOP program was described in a favorable light. However, that is not the first reference to Ford's efforts on behalf of minority student transfer: the Chronicle of Higher Education on January

22, 1979, speaks of Ford's efforts in stimulating services for underachieving students in various institutions, including some which would enhance transfer from community colleges. And Ford's additional studies on the financing of community colleges were reported in the February 5, 1979, Chronicle of Higher Education.

Other reports of transfer-related activities appear in the Chronicle of Higher Education rather steadily. Some of these are as follows:

> February 13, 1979: grants to the Border Junior College Consortium, Jersey City State College, the University of Massachusetts at Boston, a San Francisco College Consortium -- all to enhance basic instruction and student progress in traditional college programs;
>
> June 18, 1979: A Ford grant to the Higher Education Research Institute to assess the progress made by minority students and to identify factors that inhibit minority group enrollment and success;
>
> November 26, 1979: A grant from the Exxon Education Foundation to improve the academic advising received by transfer students at St. Louis University;
>
> November 24, 1980: Aetna Life Foundation gave an award to the University of Hartford for a program to assist Hispanic students in entering and remaining in college, and Ford awarded a similar grant;

December 1, 1980: FIPSE announced several awards, including one to the LULAC National Education Service Center in Washington, for projects to assist Hispanic students in staying in college;

September 23, 1981: Andrew W. Mellon Foundation award to to the Center for the Study of Community Colleges to enhance transfer studies in the community colleges in six urban districts;

December 2, 1981: Ford Foundation award to Roosevelt University to enhance transfer from the City Colleges of Chicago. Ford Foundation award to the Center for the Study of Community Colleges to track student progress in two-year colleges;

June 22, 1983: McKnight Foundation support for a program to enhance basic skills at Miami-Dade Community College;

September 21, 1983: Ford Foundation UCCTOP I awards to 24 colleges announced;

June 6, 1984: Ford award to the Center for the Study of Community Colleges for review of UCCTOP. Ford award to City University of New York for a course equivalency guide to help students determine which community college courses are acceptable for college credit. Awards to Arizona State

University and Florida State University for gathering data on policies affecting the movement of students from community colleges to universities, and an award to Bronx Community College to assist in disseminating information about UCCTOP;

October 31, 1984: Ford UCCTOP II awards to five colleges announced.

February 5, 1986: Ford award to Hood College to assist community college student transfer. Ford award to WICHE for conference to discuss issues related to the transfer of students from community colleges to senior institutions in the west.

February 19, 1986: Supplemental Ford awards to 13 community colleges that were in the original UCCTOP group.

April 2, 1986: Consortium for Advancement of Private Higher Education award to John Carroll University to support studies of transfer students in the Cleveland area.

September 10, 1986: Ford award to Arizona State, Evergreen State, CUNY, and SUNY to promote faculty exchange and transfer of students from community colleges.

November 26, 1986: W. K. Kellogg Foundation award to California State University, Long Beach, to expand opportunities for adult learners from community college programs.

December 10, 1986: FIPSE award to Essex County College to improve student transition from high school to community college.

December 17, 1986: Ford award to United Negro College Fund and to Wilberforce University to encourage community college transfer completion of baccalaureate.

March 4, 1987: Ford award to University of South Carolina to assist Hispanic student transfer; to Educational Testing Service to study student progress in urban community colleges; to CUNY to study attainment of students in community colleges in the city.

March 11, 1987: Starr Foundation, Chase Manhattan, and Manufacturers Hanover Bank awards to Vassar College to encourage transfer from community colleges.

March 25, 1987: Consortium for Advancement of Private Higher Education award to Western Maryland College to enhance student transfer from community colleges.

July 1, 1987: Joyce Foundation award to University of Chicago to promote cooperative program with Loop College.

January 13, 1988: Ford award to Arizona State University to study the role of community college faculty in encouraging minority student transfer.

Although the Ford Foundation provided most of the extramurally-awarded funds for student flow, several other foundations also were stimulated to participate in related activities, including the Carnegie Corporation, Exxon, Mellon, Lilly, Davis, Aetna, Kellogg, McKnight, and FIPSE. Well over $10 million was awarded for activities related to minority student transfer between 1979 and 1987.

Some publicity has been generated even though community college student transfer has not been high on the agenda of newsworthy reports in many of the nation's newspapers. Only the largest papers have education writers and most of them are little concerned with community colleges. However, there have been a few reports as, for example, the September 10, 1984, Los Angeles Times article on community college student transfer, which was an indepth examination of the California transfer situation; and articles and an editorial in the New York Times that spoke directly to Ford's efforts. Subsequently, several other articles in the Times and elsewhere have considered the same issue, although most of them have done so in the context of funding for community colleges and matters related to state versus local control. Change magazine's January-February, 1988 issue included several reports of UCCTOP activities.

The topic of minority student transfer has moved to the fore in numerous state, regional, and national conferences. As examples, the University of California at Davis sponsored a statewide meeting on March 11, 1988, in which several speakers commented favorably on Ford's efforts, and the National Center for Research on Postsecondary Governance and Finance's November 15-17, 1987 conference was devoted exclusively to the issue.

DISCUSSION AND RECOMMENDATIONS

After reviewing Phases I and II of the Urban Community Colleges Transfer Opportunities Program, we are impressed with the efforts and dedication of the Ford staff, and the general involvement of college participants. The project touched a number of students from the 24 funded institutions, and the resultant attention to transfer as a major issue has influenced other community colleges nationwide.

How much did UCCTOP I stimulate? Sixty-eight urban colleges with high minority populations were identified originally as qualifying to apply for funding. Of those, 24 were funded. The 24 and the remaining 44 could be viewed as two separate groups and the differences between them tracked. As example, how many degrees did the 24 award on average in 1983 and in subsequent years? Ditto for the 44. Is there a difference?

At the same time, we feel that the initial effort was more effective than the second phase. The $25,000 allotted to 24 colleges encouraged some very creative thinking and stimulated awareness of the fairly abysmal college experiences for many minority students. The entire first phase created excitment as well as recognition, and we view it as a most worthy effort.

Phase II of UCCTOP was less notable. Three of the five colleges integrated transfer activities into existing programs, and they will probably continue along this vein. The two other institutions receiving major Ford grants attempted activities that were either viewed as antagonistic by some faculty members or will probably subside now that UCCTOP is over. The biggest impact on these Ford grants came with the initial funding of 24 colleges, probably because it was new and it involved the most institutions.

Our detailed analysis of the effects of the Ford program is included in the report on interviews with the 24 college representatives. Briefly, we conclude that transfer will not become an issue without continual support and attention. It is not that the colleges are uninterested in transfer; it is just that there is a constant barrage of issues forcing college administrators (who are ultimately in charge of assigning priorities to activities) and the issue most immediate is the one that receives attention. Thus, in order to force institutions to attend to the problem of transfer for minority students, overt attention must be paid to this issue -- and the attention is stimulated most readily by external sources. The amount of money given to this seems less important than the endorsement by important outside forces -- e.g., the foundations.

In any discussion of UCCTOP's effects the length of time it takes for change to be reflected in the data must be noted along with the countervailing influence of other forces. UCCTOP undoubtedly affected the participating colleges' interest in promoting transfer activities and stimulated a corresponding interest in numerous colleges that did not receive awards. However, the effects of a curriculum revision project or a set of enhanced high school recruitment activities do not appear immediately in the transfer data. Community college students proceed slowly; many take seven years or more from matriculation to transfer. And such forces as Florida's CLAST and the reduced percentages of 18 year-olds entering the colleges have reduced transfer rates in the short term. UCCTOP's actual effects may never be discerned on a one-to-one, causal connective basis. But it is impossible to conclude that they have been anything but salutary, if only for the widespread interest in transfer that has become apparent since the project began.

The various researchers, policy makers, and groups studying either the transfer function of community colleges, the movement of minority students through the educational system, or both, have made recommendations intended to smooth the flow of students from one type of institution to another. Most of them recognize that the only way to improve the transfer rates for minorities is to stimulate the community colleges and the universities to attend to the transfer function in its entirety. They also recognize that the numbers are deceptive: there are too many ways of counting transfers and the percentage of students transferring is particularly difficult to calculate. That percentage would go up if the colleges reduced the intake of students who are not likely to transfer as, for example, requiring that all students either matriculate in a degree program or stop taking classes for college credit. This would have the effect of reducing the denominator so that the transfer ratio would increase even if the absolute number stayed the same.

The most recent sets of recommendations were generated in projects funded by the Ford Foundation under its Urban Community Colleges Transfer Opportunities Program, as reported by Cohen, Brawer, and Bensimon (1985), Donovan and others (1987), and Richardson and Bender (1987). They are summarized in this section, along with recommendations that Astin (1983) has made and those emanating from the American Association of Community and Junior Colleges' Urban Colleges Commission (1988). Most of the recommendations refer to the policies that affect the movement of students between institutions or to the practices presumed to be influential in enhancing transfer awareness among the staff and students within institutions.

Some of the extramural policy recommendations include those that states should effect. A major recommendation is that state-level policies should be made more formal so that students who do desire to move from community colleges to universities find places available for them. Guaranteed admission at the junior level does much to stimulate transfer, especially when a university redirects many of its applicants for the freshman class to the local community colleges.

A second major recommendation for the states is to create a system for rewarding colleges that effect higher transfer rates. This can be done by setting aside sums to be paid to the colleges on the basis of the number of their students completing a certain number of units and matriculating at a senior institution within a specified time. A formula could be devised whereby the per capita bounty would be paid relative to the percentage of increased transfers from year to year. Other recommendations to state agencies include:

- Building common student bases so that it is possible to track students through all the states' higher education institutions and gain better information on student flow;
- Common course numbering throughout the state's colleges and universities;
- Requiring that community colleges include between 15 and 30 transferable units in all programs and that the universities accept these units at full credit.

Interinstitutional connections can be made stronger if the staff within community colleges and universities work together to identify and encourage transfers. These interinstitutional connections include:

- Standing committees and faculty exchange between institutions along departmental lines to sustain curriculum articulation;
- Dual admission or advanced placement of students;
- A variety of coordinated student support services, including advisement and financial aid developed and maintained by counselors and admissions officers;
- Collecting information on intentions from entering students and alerting the institution to which they are likely to transfer so that early contact may be made;
- Identifying the characteristics of successful transfers so that the information may be fed back to the sending institution;
- Inviting other institutions' staff to participate in all ceremonial occasions;
- Effecting a big brother or big sister arrangement so that former students act to inform and stimulate current students;

- Building a financial aid consortium so that students who matriculate at community colleges with intentions of transferring can see just how financial aid packages will carry them through the community college and oninto the university.

The interinstitutional connection applies also to the secondary schools. The flow of minority students into and through the community colleges has been notably enhanced by such ventures as LaGuardia's Middle College, wherein the community college operates a program for students beginning at grade ten. Miami-Dade's recently inaugurated Black Student Opportunity Scholarship Program bodes also to bolster minority student enrollment and retention. Through the program scholarships, a financial aid account, mentors, and sponsors are put together so that beginning in the tenth grade the track to the baccalaureate is made clear and feasible for a selected group of students. The colleges that do not have this depth of involvement must at least recruit potential transfers by working deliberately and continually with the high school staff and by making scholarship funds available; the once a year "College Day" visit is far too meager.

Many recommendations consider the community college environment itself. Within the colleges much can be done to change the climate so that transfer receives high priority. These recommendations include:

- Establishing a student-accessible, computerized advising system;
- Student testing at entry and mandatory placement in classes in which the instruction is cast at their level;
- Exit testing so that a data base is built on what students have learned;

- Honors programs in which the better students are given a considerably enriched environment;

- Increased employment of staff members from minority groups;

- University courses offered at the community college so that students in effect obtain advanced placement;

- Emphasizing the employment of full-time staff members to teach transfer classes and, where that is not feasible, conducting training sessions regarding transfer for the part-time faculty members.

Some of these recommendations are designed to be simply effected at minimal expense:

- Including a special section in the college catalogue showing students how they can package courses and obtain continuing information about transfer requirements;

- Sending the names of potential minority student transfers to neighboring universities;

- Preparing special information packets and distributing them to all students indicating transfer intentions;

- Designating responsibility for transfer to a high academic officer and establishing special transfer committees;

- Building more writing and independent research assignments into the curriculum in all programs.

Many recommendations are designed to gain greater student involvement with the college. The campus designed for commuters suffers in comparison with a residential institution because its students have considerably less contact with the college. As a way of mitigating that marginal contact, community colleges have been encouraged to move toward:

- Establishing week-end or week-long retreats for students anticipating transfer;

- Conducting special orientation sessions for potential transfer students;

- Organizing more cultural and social events designed to keep people on campus beyond scheduled classtime;

- Enforcing required faculty office hours and regular conferences between students and advisors;

- Organizing student study and peer support groups;

- Making more on-campus employment opportunities available for students;

- Organizing tours of universities and obtaining free or discounted tickets to university cultural events.

Practically all these recommendations relate to transfer for all students; they are not peculiar to the advancement of minority students. However, by definition, if transfer increases for all students, minority students will be affected.

If all the recommendations were collapsed into one statement, it would read: *Identify the potential transfers early and monitor their progress through the college, making frequent direct contact with them until they complete their community college studies and enter the university.*

What can an external agency do? We recommend that:

- As a way of bringing transfer to the foreground in community colleges other than the 24 with which Ford was involved in UCCTOP, a cohort of individuals on other campuses could be organized to facilitate transfer. Grants could be made for a specific time (e.g., two years) to one individual on each campus. This "fellow" would be responsible for organizing and maintaining transfer activities.

- Our sense about national conferences on minority issues is that they effect publicity that keeps the issue in the forefront of the educators' concerns but relatively little substance emerges. Participants prepare for the actual event and become interested in it -- but go back to their institutions and continue with their professional involvements, often apart from the focus of the conferences. In addition to national meetings, then, we suggest a newsletter, to be coordinated by an external agency, that would report on transfer activities in the states and in individual colleges.

- The research agenda as defined by the American Association of Community and Junior Colleges should be supported. This agenda suggests a nationally coordinated research effort centering on student flow into, within, and from the colleges. It would thus assist minority student recruitment, graduation, and transfer.

- Few colleges have the expertise among their staff to do everything. We suggest funding for consultants who can work with specific colleges on such activities as student services, student recruitment, articulation between high school and college and college and university, and curriculum revision.

- While many reports about transfer and recommendations made by several educators have stimulated much interest, one piece is missing: the extent to which the recommendations are being implemented. Nor do we know the types of colleges that are most active in adopting the recommendations. Are colleges with predominately ethnic enrollments more or less forceful in their efforts to increase transfer? Is college size or location an important variable? What types of activities seem to be most popular? What role do the various types of support services play? In brief, what, in addition to rhetoric and recommendations, has happened?

  In order to answer these questions, a two-stage study should be funded. The first phase would survey individuals in a number of colleges nationwide, questioning staff members about activities relating to transfer and, specifically, about the implementation of recommendations. The second phase would consist of case studies of institutions high and low in transfer emphasis to ascertain what is and what is not working. Some general and important questions could be answered: How effective were the recommendations made in the several reports? What seems to be working best in colleges throughout the nation? Do primarily ethnic colleges act differently from those that have fewer ethnic enrollments?

- Although a considerable amount of information is now available about students, administrators, faculty, and curriculum in community colleges, some gaps in this knowledge base are apparent. One in particular has to do with institutional outcomes. What does the community college do for its matriculants? How many transfer to universities or obtain employment in the field in which they were trained? How many stay enrolled long enough to complete a program or to satisfy the goals they had when they entered? How much do the students learn? And what does the college contribute to the well-being of its community? A study could be funded to ascertain measures of institutional outcomes currently used in individual colleges, summarize the available data that they yield, develop a taxonomy of outcomes measures, and determine the extent to which these measures might be feasibly implemented in each of various types of community colleges (large and small, single-campus and multi-campus, etc.). Surveying the staff in 10 percent of the community colleges nationwide and then conducting on-site visits to selected colleges would yield both general and detailed information.

- Very few community colleges have the capacity for studying student flow, hence most are unable to coordinate efforts at enhancing transfer rates. An external agency could assist in developing and disseminating models for retrieving data on transfer that could be implemented by the colleges feasibly, economically, and continually. As example, the colleges could be stimulated to do annual cross-sectional studies of three cohorts: the number of students intending to transfer; the number entering the major receiving institutions; and the number of baccalaureate recipients at the major receivers who began or had a significant portion of their collegiate work at the community college.

- Additional direct grants to community colleges should be made to assist them in implementing many of the programs that were pioneered in UCCTOP: the identification and mentoring of potential transfers; curriculum modification where the gap between college and university courses is still great; vigorous recruitment and monitoring of high school students; and providing more and better information about transfer to all students. New ventures might include: co-sponsoring university centers on community college campuses; offering a cash incentive to colleges that increase their transfer rates; and offering incentives for involving students on campus as tutors, instructor aides, and counseling assistants.

Ford's efforts to help minority students in community colleges are among the most laudable of its many projects. Stemming from a rich heritage of philanthropy directed toward the most intractable social issues, they have stimulated much dialogue and, more important, actions that bode to ameliorate the problem. They should continue by building on the progress that has been made.

APPENDIX 1

CUYAHOGA

Table C-1

Number of Associate Degrees Awarded Annually, by Gender of Recipient

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Associate of Arts - AA					
Male	316	286	261	206	192
Female	395	406	421	413	372
Associate of Sci. - AS*					
Male	N/A	N/A	11	16	32
Female	N/A	N/A	4	10	14
Associate of Applied Science - AAS AAB**					
Male	363	410	461	462	456
Female	583	573	701	699	805
Other Associate Degree					
Male	0	0	0	4	6
Female	0	0	1	0	3

Comments: *The College did not award associate of science degrees during 81-82 and 82-83.

**AAB (Associate of Applied Business Degrees) are also included.

Table C-2

Number of Associate Degrees Awarded Annually, by Ethnicity of Recipient

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Associate of Arts					
Black	167	158	182	232	179
*Hispanic	N/A	N/A	N/A	N/A	N/A
Other Minority	16	22	16	16	10
Anglo	450	471	457	351	351
Associate of Science**					
Black	N/A	N/A	4	3	6
*Hispanic	N/A	N/A	N/A	N/A	N/A
Other Minority	N/A	N/A	0	6	3
Anglo	N/A	N/A	9	15	30
Associate of Applied Science And AAB					
Black	124	158	188	181	241
*Hispanic	N/A	N/A	N/A	N/A	N/A
Other Minority	31	18	46	43	42
Anglo	709	780	901	912	943
Other Associate Degree					
Black	0	0	0	0	2
*Hispanic	N/A	N/A	N/A	N/A	N/A
Other Minority	0	0	0	0	0
Anglo	0	0	1	3	7

*Hispanics are included with other minority; the enrollment of Hispanics is less than 2%.
**The College did not award associate of science degrees in 81-82 and 82-83.

Table C-3

Number of Students Receiving Associate Degrees Each Year, by Number of Terms (Circle One: [✓ Quarter]/Semester) Enrolled at Your Community College

	Year of Associate Degree Conferral				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Who had Been Enrolled for Four or Fewer Terms	11	13	25	12	9
Number Who Had Been Enrolled for Five Terms	12	14	15	5	8
Number Who Had Been Enrolled for Six Terms	26	28	16	14	16
Number Who Had Been Enrolled for Seven or More Terms	1,607	1,621	1,804	1,779	1,847
Avg. # of Terms	22.8	22.5	22.5	23.4	24.9

Comments:

Based on quarter of enrollment to quarter of graduation.

Table C-4

Number of Entering Students Who Intend to Transfer, by Gender

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of MEN Entering Each Year Who Intend To Transfer	3,367	3,404	2,915	2,429	2,351
Number of WOMEN Entering Each Year Who Intend To Transfer	4,308	4,616	3,819	3,468	3,293

Comments:

Based on Freshmen enrolled in University Parallel programs.

(Many students in Engineering and Technology program groups also complete degrees and transfer to four year schools)

Table C-5

Number of Entering Students Who Intend To Transfer, by Ethnicity

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of BLACKS Entering Each Year Who Intend to Transfer	1,996	2,133	1,785	1,557	1,442
Number of HISPANICS Entering Each Year Who Intend to Transfer	115	120	94	82	85
Number of OTHER MINORITIES Entering Each Year Who Intend To Transfer	192	193	168	136	124
Number of ANGLOS Entering Each Year Who Intend to Transfer	5,372	5,574	4,687	4,122	4,003

Comments:

Based on freshmen enrolled in University Parallel programs.

(Many students in Engineering and Technology program groups also complete degrees and transfer to four year schools)

Table C-6

Number of Students Transferring Annually, by Degree Status

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Transferring With AA Degree	243	256	244	233	221
Number Transferring With AS Degree	--	--	7	9	18
Number Transferring With AAS Degree & AAB Degree	178	213	223	199	209
Number Transferring With Associate Degree Other Than the AA, AS, or AAS	--	--	0		
Number Transferring With NO Degree, But With at Least 24 Credits Earned at Your Community College	675	668	653	678	615

Comments:

Based on information from a state-wide transfer student report and records of transferring students to Kent State and Cleveland State University.

Table C-7

Number of Students Transferring Annually, by Ethnicity

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of BLACKS Transferring Each Year	249	263	269	261	235
Number of HISPANICS Transferring Each Year	58	56	60	49	44
Number of OTHER MINORITIES Transferring Each Year	71	67	73	61	54
Number of ANGLOS Transferring Each Year	1,008	1,038	1,073	1,019	920

Table C-8

Number of Students Transferring Annually, by Gender

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of WOMEN Transferring Each Year	720	768	811	735	659
Number of MEN Transferring Each Year	665	656	664	655	594

Comments:

Based on a state-wide transfer student report and proportion of transfer to Kent State University and Cleveland state University.

Table C-9

Number of Your Former Students Receiving Baccalaureate Degrees, by Ethnicity

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of BLACK Former Students Receiving Baccalaureate Degrees	8	6	7	7	8
Number of HISPANIC Former Students Receiving Baccalaureate Degrees					
Number of OTHER MINORITY Former Students Receiving Baccalaureate Degrees	8	6		1	1
Number of ANGLO Former Students Receiving Baccalaureate Degrees	76	60	73	74	76

Comments:

Based on data from Kent State University.

Table C-10

Number of Your Former Students Receiving Baccalaureate Degrees, by Gender

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of FEMALE Former Students Receiving Baccalaureate Degrees	36	47	46	15	37
Number of MALE Former Students Receiving Baccalaureate Degrees	26	40	36	50	48

Comments:

Based on data from Kent State University only.

Table C-11

Number of Your Former Students Receiving Baccalaureate Dagrees, by Associate Degree Status

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Who Had Previously Earned an AA Degree	8	10	9	8	7
Number Who Had Previously Earned an AS Degree					0
Number Who Had Previously Earned an AAS Degree	9	12	18	10	15
Number Who Had Previously Earned OTHER Associate Degrees Besides the AA, AS, or AAS	7	12	9	12	15
Number Who Had Earned NO Associate Degree, But Who Had Accumulated At Least 24 Units at Your College	29	35	29	33	40

Comments:

Based on Kent State University and Cuyahoga Community College records.

Table C-12

Number of Your former Students Receiving Baccalaureate Degrees, by Length of Time Enrolled at the Senior Institution

	Year in Which Students Transferred				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Who Received Baccalaureate Within Two Years After Transferring	30	24	24	12	12
Number Who Received Baccalaureate In the Third Year After Transfer	21	21	3	NA	NA
Number Who Received Baccalaureate In the Fourth Year After Transfer	20	6	NA	NA	NA

Comments:

Based on data from Kent State University.

Table C-13

Number of Your Former Students Still Enrolled at Senior Institutions at Various Stages After Transfer

	Year in Which Students Transferred				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Still Enrolled One Year After Transfer	134	126	120	113	110
Number Still Enrolled Two Years After Transfer	97	84	80	93	NA
Number Still Enrolled Three Years After Transfer	60	56	58	NA	NA
Number Still Enrolled Four Years After Transfer	36	30	NA	NA	NA

Comments:

Based on information from Kent State University.

The following tables (14 through 17) report data on the number of students at Cuyahoga participating in five major UCCTOP activities not involving direct student participation.

Table C-14 : Activity One

Please provide a brief description of this activity: CATO/UCCTOP high school to four-year college recruitment and retention project. In 1985 students were recruited from four high schools through CATO/UCCTOP activities. The activities included intensive career and educational counseling, assessment testing, and financial aid.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85	1985-86	1986-87
Black Participants			
Male	63	37	25
Female	127	97	51
Hispanic Participants			
Male	0	0	0
Female	0	0	0
Other Minority Participants			
Male	4	2	0
Female	0	0	0
Anglo Participants			
Male	7	1	3
Female	5	5	4

Table C-15 : Activity Two

Please provide a brief description of this activity: TRANSFER REQUEST INFORMATION SYSTEM: Students interested in transferring to particular four-year schools have their names recorded by school of interest. When any college event or information involving the school is received at the college, interested students are notified.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85*	1985-86	1986-87**
Black Participants			
Male		22	13
Female		40	23
Hispanic Participants			
Male		1	1
Female		2	1
Other Minority Participants			
Male		3	2
Female		3	1
Anglo Participants			
Male		14	9
Female		18	10

*Transfer request information system began in 1985-86.
**Data through February 19, 1987.

Table C-16 : Activity Three

Please provide a brief description of this activity: COLLEGE VISITATION PROGRAMS: These programs take Cuyahoga Community College to four-year campuses for intensive academic, career and financial aid counseling at the four year school.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85	1985-86	1986-87 *
Black Participants			
Male	11	12	
Female	17	19	
Hispanic Participants			
Male			
Female			
Other Minority Participants			
Male			
Female			
Anglo Participants			
Male	2	3	
Female	3	5	

*Activities planning Spring term.

Table C-17 : Activity Four

Please provide a brief description of this activity: COLLEGE NOW PROGRAM: Superior high school students are encouraged to enroll at the college to enrich their learning experience. These students are provided with a structured advising program that includes close monitoring of their progress, assessment testing, career, educational and financial aid counseling.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85*	1985-86	1986-87**
Black Participants			
Male	8	64	
Female	10	136	
Hispanic Participants			
Male			
Female			
Other Minority Participants			
Male			
Female			
Anglo Participants			
Male	5	14	
Female	7	21	

*A structured advising program was not provided.
**Tentative Spring, 1987.

Table C-18 : Activity Five

Please provide a brief description of this activity: COUNSELING/SPECIAL ACTIVITIES PROGRAM: This group of activities help students identify career options, clarify goals, make educational and career choices and improve their study skills.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85	1985-86	1986-87*
Black Participants			
Male	38	69	
Female	62	108	
Hispanic Participants			
Male			
Female			
Other Minority Participants			
Male			
Female			
Anglo Participants			
Male	10	17	
Female	15	28	

*Planned for Spring, 1987.

UCCTOP Activities NOT Involving the Direct Participation of Students

Briefly described here are five activities not involving the direct participation of students that Cuyahoga has undertaken during Phase II of the UCCTOP project. Such activities might include staff in-service training, curriculum development efforts, articulation improvement projects or other activities affecting students in an indirect manner.

Activity One: STUDENT GUIDE FOR TRANSFERRING: This general guidebook answer general questions about transferring to a four-year school. It identifies where students should send transcripts, and what department at the four-year school students should contact for specific answers to specific questions.

Activity Two: TRANSFER GUIDES: These guides specify exactly what course a student should take by quarter to earn an associate's degree and enter the four-year school as a junior.

Activity Three: COURSE EQUIVALENCY GUIDE: This catalogue list all college courses and the kinds of credit the four year school grants for each course. The four-year school can accept the course as: 1) no credit, 2) elective credit, 3) graduation requirement, or 4) departmental (degree) requirement.

Activity Four: ARTICULATION AGREEMENTS: The college has three formal agreements with four-year schools. The agreements stipulate that a student completing a specified course sequence and earning an Associate's Degree will be admitted into the four-year school as a junior with all the financial aid & housing privileges that an on-campus student would have.

Activity Five: COUNSELING MICROCOMPUTER/SCHEDULING, RECORD KEEPING, AND DATA SHARING SYSTEM: This system allows counselors to access data on each student, record interactions, and access an electronic schedule of counseling appointments. One great advantage of the system is that it will allow each counselor to provide quality assistance to all students since each student's counseling record will now be shared through the network of microcomputers.

APPENDIX 2

LA GUARDIA COMMUNITY COLLEGE

Table LG-1

Number of Associate Degrees Awarded Annually, by Gender of Recipient

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Associate of Arts - AA					
Male	42	41	38	36	24
Female	174	139	142	132	111
Associate of Sci. - AS					
Male	53	54	59	59	75
Female	100	154	134	143	126
Associate of Applied Science - AAS					
Male	127	152	153	185	157
Female	344	401	404	430	408
Other Associate Degree					
Male					
Female					
Total:	840	941	930	985	901

Comments:

TA

Ethnic Composition of First-time Reg

	Fall 1982 (N=2664)	% 100	Fall 1983 (N=3219)	% 100
White/Caucasian	510	19	543	17
Black/Afro-American	961	36	1111	35
Hispanic (including Puerto Rican)	988	37	1234	38
Other (Asian/Pacific Islander, American Indian, etc.)	205	8	331	10

Table A pivots the ethnic composition of first-time reg
This table is marked by its consistency.

Source:
Demographic Survey
F.H. LaGuardia RS File
Updated 2/87

BLE LG-2

istrants Fall 1982 Through Fall 1986

Fall 1984 (N=3114)	% 100	Fall 1985 (N=2337)	% 100	Fall 1986 (N=2138)	% 100
490	16	453	19	370	17
1155	37	861	37	764	36
1123	36	783	34	750	35
346	11	240	10	254	12

istrants for fall, 1982, through 1986.

T

Graduation Rates of Fall

Ethnicity	Fall 1983 Registrants (N = 3219)	Numb Regi by S
White/Caucasian	543	
Black/Afro-American	1111	
Hispanic (including Puerto Rican)	1234	
Other (Asian/Pacific Islander, American Indian, etc.)	331	

Graduation rates of fall 1983 class by ethnicity are

is most interesting when the four student cohorts are

for White/Caucasians; 11%, Black/Afro-Americans; 9%

American Indians, etc.

Source:
Demographic Survey
F.H. LaGuardia RS File

Prepared:
2/87

ABLE LG-3

1983 Entering Class by Ethnicity

er of Fall 1983 strants Who Graduated eptember 1986	Percentage of Fall 1983 Registrants Who Graduated by September 1986
(N = 395)	
101	19
122	11
106	9
66	20

shown in La Guardia's Table B. This table
compared in terms of graduating rates -- 19%
Hispanics, and 20% Asians/Pacific Islanders,

TABLE L

SUMMARY OF ENROLLMENT, TRANSFER RATES, AND DEGREES AWARDED: LaGuardi

	1981-82	1982-83	1983-84
Academic/Transfer Enrollment	1549	1416	1790
Blacks	----	----	32%
Hispanic/Latino	----	----	42%
Asian/Pacific Islander	----	----	5%
Native American	----	----	1%
Caucasian	----	----	20%
Number of Students Transferring	46% of 1981 grads	46% of 1982 grads	53% of 1983 grads
Blacks	----	----	----
Hispanic/Latino	----	----	----
Asian/Pacific Islander	----	----	----
Native American	----	----	----
Caucasian	----	----	----
Associate Degrees Awarded	842	950	957
Blacks	----	----	27%
Hispanic/Latino	----	----	25%
Asian/Pacific Islander	----	----	12%
Native American	----	----	1%
Caucasian	----	----	35%

Note: Blanks indicate that the data

G-4

a Community College

984-85	1985-86
1805	1399
36%	36%
39%	35%
6%	8%
0%	1%
19%	20%
6% of 984 grads	—
----	—
----	—
----	—
----	—
----	—
1002	913
31%	—
26%	—
14%	—
0	—
29%	—

are not yet available.

NOTES

Academic Transfer Enrollment: The data refer to the number of entrants in each academic year who begin studies in an A.S. or A.A. degree program.

Transfer data: Percent figures presented here are based on an annual survey (conducted in January) of students receiving associate degrees in the previous academic year. The figure in the first column (1981-82), for example, should be read as follows: "46% of the 1981-82 graduates responding to a follow-up survey in January 1983 indicated that they had transferred."

Table LG-5

Number of Students Receiving Associate Degrees Each Year, by Number of Terms (Circle One: [✓ Quarter]/Semester) Enrolled at Your Community College

	Year of Associate Degree Conferral				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Who had Been Enrolled for Four or Fewer Terms	4	6	9	6	2
Number Who Had Been Enrolled for Five Terms	N.A.	13	6	15	7
Number Who Had Been Enrolled for Six Terms	N.A.	13	13	24	12
Number Who Had Been Enrolled for Seven or More Terms	N.A.	139	562	766	532

Comments:

These data are based on students who were admitted between September 1981 and March 1986 (e.g. 139 students who were enrolled in September 1981 graduated within 7 or more terms). No effort was made to ascertain the attendance pattern of these students. Data for 1985-86 are incomplete.

Table 3 compares with other tables submitted by the UCCTOP II colleges.

Table LG- 6

Number of Entering Students Who Intend to Transfer, by Gender

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of MEN Entering Each Year Who Intend To Transfer	588	544	716	759	551
Number of WOMEN Entering Each Year Who Intend To Transfer	960	869	1069	1046	846
Total:	1,548	1,413	1,785	1,805	1,397

Comments:

For the purpose of this table, it is assumed that students who registered in A.A. and A.S. programs intend to transfer. Two thirds of all entering students in Fall 1984 and 1985 indicated that they plan to transfer.

Table LG-7

Number of Entering Students Who Intend To Transfer, by Ethnicity

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of BLACKS Entering Each Year Who Intend to Transfer		353	430	485	397
Number of HISPANICS Entering Each Year Who Intend to Transfer		449	513	508	380
Number of OTHER MINORITIES Entering Each Year Who Intend To Transfer		57	135	148	112
Number of ANGLOS Entering Each Year Who Intend to Transfer		234	277	250	209
Total:		1,093	1,355	1,391	1,098

Comments:

Data for 1981-82 are not available. In addition, some students did not answer the question on ethnicity or the information is missing from the file. Therefore N in Table Four is always greater than in Table Five.

Table LG-8

Number of Students Transferring Annually, by Ethnicity

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of BLACKS Transferring Each Year				170	
Number of HISPANICS Transferring Each Year				170	
Number of OTHER MINORITIES Transferring Each Year				0	
Number of ANGLOS Transferring Each Year				100	

Data for 1981-82, 1982-83 and 1983-84 are not available. Data for 1984-85 are based on 10% sample of the graduating class and are extrapolated to the whole. Data for 1985-86 will be analyzed this spring and are based on a 20% sample of the graduating class.

Table LG-9 : Activity One

Please provide a brief description of this activity: The Transfer Information Guide is designed to provide complete information on how a particular curriculum transfers to a parallel program at a four-year college or university. The data in this resource book are based on course-by-course evaluations and articulation agreements which insure that transferring students maximize the number of credits accepted toward the bachelor's degree.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85	1985-86	1986-87
Black Participants			N= 7,792
Male			1,009
Female			1,874
Hispanic Participants			
Male			900
Female			1,672
Other Minority Participants			
Male			299
Female			557
Anglo Participants			
Male			519
Female			962

Comments:

The Transfer Information Guide was distributed to every registered students in Fall 1986 (approximately 7,800). It was not available before.

Table LG-10 : Activity Two

Please provide a brief description of this activity: The "Career Development Module" is designed to introduce educational and career planning in Freshman Seminar, a required course for all new students during their first quarter at the college. The instructional activities enable students: to identify personal data that have influenced their career development; to evaluate their educational or career choices in light of career choice theory; to relate the concept of career ladder or occupational levels to values, abilities, skills and advanced educational preparation after LaGuardia.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85	1985-86	1986-87
Black Participants			
Male			
Female			
Hispanic Participants			
Male			
Female			
Other Minority Participants			
Male			
Female			
Anglo Participants			
Male			
Female			

Comments:

The module was piloted with 222 students in the Spring 1986 and utilized with all new students in the Fall 1987 (approximately 3,000).

Table LG-11 : Activity Three

Please provide a brief description of this activity: Two College Transfer Fairs are scheduled yearly. Public and private four-year institutions participate each time. The main goal of this event is to give LaGuardia students an opportunity to meet and discuss transfer issues and admission requirements with college representatives well in advance of graduation.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85	1985-86	1986-87
Black Participants			
Male			
Female			
Hispanic Participants			
Male			
Female			
Other Minority Participants			
Male			
Female			
Anglo Participants			
Male			
Female			

Comments:

Attendance exceeded 1,250 each of the last two years.

Table LG-12 : Activity Four

Please provide a brief description of this activity: The "Transfer Seminar" focuses on three major aspects of the transfer decision-making process: planning for education; college selection; application procedures and requirements. This seminar is scheduled in tandem with the second Cooperative Education Seminar.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85	1985-86	1986-87
Black Participants			
Male			
Female			
Hispanic Participants			
Male			
Female			
Other Minority Participants			
Male			
Female			
Anglo Participants			
Male			
Female			

Comments:

The seminar was piloted during Fall 1986. It was offered to all students during the Winter 1987 quarter and will be available there after to all Cooperative Education Seminar II students. Approximately 350 students are served quarterly.

Table LG-13 : Activity Five

Please provide a brief description of this activity: The Career and Transfer Resource Center provides many services to students. Some of these are: access to over 2,000 print and non-print items on careers and occupations; a computerized guidance system which helps students learn about themselves, occupations and educational opportunities; workshops on scholarships and financial aid; processing transfer applications for CUNY senior colleges.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85	1985-86	1986-87
Black Participants			
Male			
Female			
Hispanic Participants			
Male			
Female			
Other Minority Participants			
Male			
Female			
Anglo Participants			
Male			
Female			

Comments:

Records show that more than 1,025 students use the Center quarterly. Between 1 January and July 1986, staff processed 458 applications for CUNY colleges.

Activity One: Three hundred full and part-time faculty have been informed how their courses transfer to fourteen senior colleges by major and options within majors.

Activity Two: Eight faculty received release time to research the relationship between LaGuardia graduation requirements and the requirements at fourteen four-year institutions. The outcome is a 362 page resource manual designed to be used by students, faculty and counselors.

Activity Three: Subdivided information in the Transfer Information Guide by curriculum and distributed to 7,000 students, faculty and counselors.

Activity Four: Collaborated with Baruch College and Queens College to develop Joint Admissions programs for students in business and computer science majors. Students in these majors now receive joint admission letters as soon as they are allocated to LaGuardia. They represent two thirds of LaGuardia total enrollment.

Activity Five: Identified and appointed faculty and counselors to serve as ombudsman for specific four-year colleges. These individuals provide special support for students who are interested in transferring to a particular college or university.

(See Attached)

Activity Six: Through the firm of Kane, Parsons and Associates LaGuardia has contracted to study the attitudes of students toward transfer before and after the transfer program is operational. The first survey was completed in Spring 1984. The final report is due in Spring 1988.

APPENDIX 3

College: Miami-Dade - NORTH

Table One

Number of Associate Degrees Awarded Annually, by Gender of Recipient

		Year*				
		1981-82	1982-83	1983-84	1984-85	1985-86
Associate of Arts - AA						
	Male	872	622	636	407	374
	Female	1,006	761	709	484	438
Associate of Sci. - AS						
	Male	279	235	188	192	185
	Female	219	230	181	163	166
Associate of Applied Science - AAS						
	Male					
	Female					
Other Associate Degree						
Associate in General Studies	Male	19	16	10	7	7
	Female	17	9	1	8	9

Comments:

*1981-82 and 1982-83 are academic years.
1983-84 through 1985-86 are State report years.
Therefore, students who graduated in the Spring and Summer Terms of the 1982-83 academic year are also counted in the 1983-84 State report year.

College: Miami-Dade - NORTH

Table Two

Number of Associate Degrees Awarded Annually, by Ethnicity of Recipient

	Year*				
	1981-82	1982-83	1983-84	1984-85	1985-86
Associate of Arts					
Black	391	303	314	188	138
Hispanic	804	589	595	437	419
Other Minority	52	32	46	24	20
Anglo	621	419	390	242	235
(Ethnic not specified)	(10)	(40)			
Associate of Science					
Black	99	92	79	99	72
Hispanic	208	210	173	152	162
Other Minority	11	10	13	11	13
Anglo	179	141	104	93	104
(Ethnic not specified)	(1)	(12)			
Associate of Applied Science					
Black	-	-	-	-	-
Hispanic	-	-	-	-	-
Other Minority	-	-	-	-	-
Anglo	-	-	-	-	-
Other Associate Degree					
Black	7	7	3	6	3
Hispanic	14	8	4	6	6
Other Minority	0	1	0	0	0
Anglo	12	9	4	3	7
(Ethnic not specified)	(3)				

*1981-82 and 1982-83 are academic years.
1983-84 through 1984-85 are State report years.
Therefore, students who graduated in the Spring and Summer Terms the 1982-83 academic year are also counted in the 1983-84 State report year.

College: Miami-Dade Community College - NORTH

Table Three (A)

Number of Students Receiving Associate Degrees Each Year, by Number of Terms*(Circle One: Quarter/Semester) Enrolled at Your Community College

	Year of Associate Degree Conferral				
	1981-82	1982-83	1983-84	1984-85	1985-86
			A.A. Graduates Only		
Number Who had Been Enrolled for 4 or Fewer Terms	71	89	44	34	37
Number Who Had Been Enrolled for 5 Terms	68	48	38	25	26
Number Who Had Been Enrolled for 6 Terms	129	98	87	58	67
Number Who Had Been Enrolled for 7 Terms	173	143	99	69	74
Number Who Had Been Enrolled for 8-9 Terms	412	315	287	199	197
Number Who Had Been Enrolled for 10-11 Terms	346	264	217	176	147
Number Who Had Been Enrolled for 12-13 Terms	243	154	178	129	121
Number Who Has Been Enrolled for 14-15 Terms	185	113	133	102	74
Number Who Had Been Enrolled for 16-17 Terms	101	61	64	40	39
Number Who Had Been Enrolled for 18-19 Terms	62	45	45	23	22
Number Who Had Been Enrolled for 20 or More Terms	87	47	56	28	8
Total	1,877	1,377	1,248	883	812

*MDCC has 4 terms in an academic year-two major 16 week terms (Fall & Winter) and two minor six week terms (Spring & Summer).

Note: These results are based on 16 the count of the actual number of terms students were enrolled.

College: Miami-Dade Community College - NORTH

Table Three (B)

Number of Students Receiving Associate Degrees Each Year, By the Number of Terms (Circle One: Quarter/Semester) Elapsing Between College Entrance and Degree Conferral

	Year of Associate Degree Conferral				
	1981-82	1982-83	1983-84	1984-85	1985-86
	A.A. Graduates				
Number Who Received The Associate Degree 4 or Fewer Terms After Entering the College	509	371	139	90	85
Number Who Received the Associate Degree 5 Terms After Entering the College	248	192	163	108	100
Number Who Received the Associate Degree 6-7 Terms After Entering the College	468	339	412	268	236
Number Who Received the Associate Degree 8-9 Terms After Entering the College	229	154	219	188	158
Number Who Received the Associate Degree 10-11 Terms After Entering the College	130	79	109	90	93
Number Who Received the Associate Degree 12-13 Terms After Entering the College	74	43	57	49	39
Number Who Received the Associate Degree 14-15 Terms After Entering the College	47	22	33	24	30
Number Who Received the Associate Degree 16-17 Terms After Entering the College	33	27	24	12	25
Number Who Received the Associate Degree 18-19 Terms After Entering the College	22	14	26	12	6
Number Who Received the Associate Degree 20 or More Terms After Entering The College	117	136	66	42	40
Total	1,877	1,377	1,248	883	812

Note: These results are based on starting and ending enrollment dates and then calculate based on the assumption that the student enrolled for two terms per year.

College: Miami-Dade NORTH

Table Four
Number of Entering Students Who Intend to Transfer, by Gender

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of MEN Entering Each Year Who Intend To Transfer	1,306	1,199	1,180	1,193	1,174
Number of WOMEN Entering Each Year Who Intend To Transfer	1,225	1,225	1,145	1,120	1,193
Total	2,531	2,424	2,325	2,313	2,367

Comments:

Includes all first-time-in-college students who indicated they planned to receive an A.A. degree.

College: Miami-Dade - NORTH

Table Five

Number of Entering Students Who Intend To Transfer, by Ethnicity

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of BLACKS Entering Each Year Who Intend to Transfer	744	673	680	684	743
Number of HISPANICS Entering Each Year Who Intend to Transfer	1,097	1,155	1,099	1,033	1,048
Number of OTHER MINORITIES Entering Each Year Who Intend To Transfer	55	52	78	118	111
Number of ANGLOS Entering Each Year Who Intend to Transfer	635	544	468	478	465
Total	2,531	2,424	2,325	2,313	2,367

Comments: Includes all first-time-in-college students who indicated they planned to receive an A.A. degree.

College: Miami-Dade Community College - NORTH

Table Six

Number of Students Who Transfer To Senior Institutions From Your College Each Year, by Degree Status**

	Year of Transfer to Senior Institution				
	1981-82*	1982-83	1983-84	1984-85	1985-86
Number Transferring With AA Degree	3,596	1,434	1,227	904	800
Number Transferring With AS Degree	352	145	80	77	61
Number Transferring With AAS Degree	-	-	-	-	-
Number Transferring With Associate Degree Other Than the AA, AS, or AAS	37	14	15	6	8
Number Transferring With NO Degree, But With at Least 24 Credits Earned at Your Community College	1,251	528	452	412	323

Comments:

*1981-82 includes all students enrolled at that time, whether or not it was their first term.

**Students with multiple degrees were categorized by the following priorities:

1) A.A.
2) A.S.
3) Other

Note: "Senior" institutions were limited to the 9 universities of the State University System. Previous research (R.R. 87-25) indicated 20% of transfers were in 3 local private colleges. An unknown number are in other Florida private colleges or in another state.

College: Miami- Dade - NORTH

Table Seven*

Number of Students Transferring Annually, by Ethnicity

	Year found in SUS				
	1981-82*	1982-83	1983-84	1984-85	1985-86
Number of BLACKS Transferring Each Year	797	389	326	245	197
Number of HISPANICS Transferring Each Year	1,558	695	576	479	441
Number of OTHER MINORITIES Transferring Each Year	497	182	137	112	99
Number of ANGLOS Transferring Each Year	2,201	763	651	496	399
Ethnicity Unkown**	286	110	86	76	44

*Includes all students located in the SUS at that time, whether or not it was their first term.

Note: Excludes any transfers with less than 24 credits from MDCC.

**Includes 222 with missing ethnic designations, distributed proportionally across the years based on the group coded "unknown."

College: Miami-Dade - NORTH

Table Eight

Number of Students Transferring Annually, by Gender

Year found

	1981-82	1982-83	1983-84	1984-85	1985-86
Number of WOMEN Transferring Each Year	2,504	1,047	894	702	598
Number of MEN Transferring Each Year	2,732	1,047	880	697	594

Comments:

College: Miami-Dade - NORTH

Table Nine

Number of Your Former Students Receiving Baccalureate Degrees, by Ethnicity

	Year That Bachelor's Degree Received				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of BLACK Former Students Receiving Baccalaureate Degrees	90	81	86	77	77
Number of HISPANIC Former Students Receiving Baccalaureate Degrees	169	200	189	189	194
Number of OTHER MINORITY Former Students Receiving Baccalaureate Degrees	34	41	27	25	21
Number of ANGLO Former Students Receiving Baccalaureate Degrees	281	262	216	263	177
Unknown*	17	18	15	15	13

Comments:

*Includes 23 students with missing ethnic designations distributed proportionally across the years.

College: Miami-Dade - NORTH

Table Ten

Number of Your Former Students Receiving Baccalaureate Degrees, by Gender

	Year That B.A. Degree Received				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of FEMALE Former Students Receiving Baccalaureate Degrees	265	302	269	287	233
Number of MALE Former Students Receiving Baccalaureate Degrees	325	299	268	283	248

Comments:

College: Miami-Dade - NORTH

Table Eleven

Number of Your Former Students Receiving Baccalaureate Degrees, by Associate Degree Status

	Year of BA				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Who Had Previously Earned an AA Degree	439	450	385	431	367
Number Who Had Previously Earned an AS Degree	30	37	41	24	16
Number Who Had Previously Earned an AAS Degree	-	-	-	-	-
Number Who Had Previously Earned OTHER Associate Degrees Besides the AA, AS, or AAS	1	1	3	2	0
Number Who Had Earned NO Associate Degree, But Who Had Accumulated At Least 24 Units at Your College	120	113	108	113	98

Comments:

College: Miami-Dade - NORTH

Table Twelve

Number of Your former Students Receiving Baccalaureate Degrees, by Length of Time Enrolled at the Senior Institution

	Year in Which Students Transferred				
	1981-82*	1982-83	1983-84	1984-85	1985-86
Number Who Received Baccalaureate Within Two Years After Transferring	1,172	125	83	51	NA
Number Who Received Baccalaureate In the Third Year After Transfer	415	197	145	NA	NA
Number Who Received Baccalaureate In the Fourth Year After Transfer or later	465	122	NA	NA	NA

Comments:

*Includes students who began before 1981.

College: Miami-Dade - NORTH

Table Thirteen

Number of Your Former Students Still Enrolled at Senior Institutions at Various Stages After Transfer

	Year in Which Students Transferred				
	1981-82*	1982-83	1983-84	1984-85	1985-86
Number transferring	5,236	2,121	1,774	1,399	1,192
Number Still Enrolled One Year After Transfer	3,734	1,497	1,168	822	1,017
Number Still Enrolled Two Years After Transfer	2,751	1,145	848	712	NA
Number Still Enrolled Three Years After Transfer	2,012	770	736	NA	NA
Number Still Enrolled Four Years After Transfer	1,374	656	NA	NA	NA

Comments:

*Includes students who began before 1981.
**Only students with at least 24 credits from MDCC are included.

Note: Declining numbers reflect both graduates and "leavers."

APPENDIX 4

PHILADELPHIA

Table P-1

Number of Associate Degrees Awarded Annually, by Gender of Recipient

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Associate of Arts - AA					
Male	14	16	16	12	10
Female	16	14	19	18	13
Associate of Sci. - AS					
Male	18	17	18	17	15
Female	7	6	6	8	9
Associate of Applied Science - AAS					
Male	190	248	284	247	359
Female	320	352	328	333	344
Other Associate Degree					
Male	152	167	126	117	156
Female	82	108	98	84	152

Comments:

Table P-2

Number of Associate Degrees Awarded Annually, by Ethnicity of Recipient

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Associate of Arts					
Black	12	11	14	10	8
Hispanic	1	0	3	1	1
Other Minority	3	4	1	3	0
white = Anglo	14	15	17	16	14
Associate of Science					
Black	10	8	11	10	9
Hispanic	1	1	2	1	0
Other Minority	3	2	2	2	4
Anglo	11	12	9	12	11
Associate of Applied Science					
Black	311	310	348	298	301
Hispanic	15	14	19	11	16
Other Minority	19	60	49	27	54
Anglo	165	216	196	244	332
Other Associate Degree					
Black	154	186	185	112	202
Hispanic	20	18	25	19	21
Other Minority	8	3	3	8	4
Anglo	52	72	38	62	95

Table P-3

Number of Entering Students Who Intend to Transfer, by Gender

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of MEN Entering Each Year Who Intend To Transfer	896	868	934	925	881
Number of WOMEN Entering Each Year Who Intend To Transfer	1654	1560	1597	1659	1597

Comments:

Table P-4

Number of Entering Students Who Intend To Transfer, by Ethnicity

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of BLACKS Entering Each Year Who Intend to Transfer	1224	1437	1321	1201	1165
Number of HISPANICS Entering Each Year Who Intend to Transfer	103	108	101	94	98
Number of OTHER MINORITIES Entering Each Year Who Intend To Transfer	221	269	251	249	228
Number of ANGLOS Entering Each Year Who Intend to Transfer	963	898	979	1073	1201

Comments:

Table P-5

Number of Students Who Transfer To Senior Institutions From Your College Each Year, by Degree Status

	Year of Transfer to Senior Institution				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Transferring With AA Degree	18	17	21	14	12
Number Transferring With AS Degree	13	12	12	14	11
Number Transferring With AAS Degree	102	104	289	278	302
Number Transferring With Associate Degree Other Than the AA, AS, or AAS	119	149	110	105	163
Number Transferring With NO Degree, But With at Least 24 Credits Earned at Your Community College	-	-	-	-	-

Comments:

Table P-6

Number of Students Transferring Annually, by Ethnicity

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of BLACKS Transferring Each Year	232	240	182	191	183
Number of HISPANICS Transferring Each Year	12	17	14	13	11
Number of OTHER MINORITIES Transferring Each Year	16	17	20	13	17
Number of ANGLOS Transferring Each Year	119	128	132	109	127

Table P-7

Number of Students Transferring Annually, by Gender

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of WOMEN Transferring Each Year	169	169	147	151	159
Number of MEN Transferring Each Year	210	233	201	175	179

Comments:

APPENDIX 5

SOUTH MOUNTAIN

Table SM-1

Number of Associate Degrees Awarded Annually, by Gender of Recipient

	Year					
	1981-82	1982-83	1983-84	1984-85	1985-86	
Associate of Arts - AA						
Male	3	4	16	16	9	
Female	7	17	19	17	19	*
Associate of Sci. - AS						
Male	0	0	0	0	0	
Female	0	0	0	0	0	
Associate of Applied Science - AAS						
Male	0	0	2	1	0	
Female	0	1	0	5	6	*
Other Associate Degree						
Male	2	4	1	1	3	
Female	2	8	1	4	4	*

Comments: Data complete.

Data was gathered using graduation lists, as well as verified through transcripts on the student, provided by the admissions and records department. This involved various manual tracking procedures matching ethnicity and gender along with degrees earned.

* Two students received more than one degree. (39 students/41 degrees)

Table SM-2

Number of Associate Degrees Awarded Annually, by Ethnicity of Recipient

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Associate of Arts					
Black	5	8	14	15	9
Hispanic	3	5	11	10	8
Other Minority	0	1	3	1	2
Anglo	2	7	7	7	9 *
Associate of Science					
Black					
Hispanic					
Other Minority					
Anglo					
Associate of Applied Science					
Black		1	1	2	0
Hispanic		0	1	2	4 *
Other Minority		0	0	0	1
Anglo		0	0	2	1
Other Associate Degree					
Black	2	6	2	4	4
Hispanic	2	5	0	1	0
Other Minority	0	0	0	0	0
Anglo	0	1	0	0	3 *

Data complete. See comments on Table one.
* Two students received more than one degree.

Table SM-3

Number of Students Receiving Associate Degrees Each Year, by Number of Terms (Circle One: Quarter/Semester) Enrolled at Your Community College

	Year of Associate Degree Conferral				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Who had Been Enrolled for Four or Fewer Terms	14	11	10	8	9
Number Who Had Been Enrolled for Five Terms		6	5	6	2
Number Who Had Been Enrolled for Six Terms		10	7	8	7
Number Who Had Been Enrolled for Seven or More Terms		7	17	22	21

Comments: Data complete. We obtained the students' transcripts and manually tracked the number of terms it took for them to graduate.
*1985/86-We had a total of 41 degrees awarded, with 2 students receiving more than one degree, which totals 39 students.

Table SM-4

Number of Entering Students Who Intend to Transfer, by Gender

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of MEN Entering Each Year Who Intend To Transfer	84	112	283	293	662
Number of WOMEN Entering Each Year Who Intend To Transfer	142	124	248	267	706

Comments: **Data Mis-leading.

This data is taken from the "admissions application" document which admissions and records have tallied. On the application the student is to check a box stating he/she is taking the courses for "Transfer" or "Occupational". The high numbers are indictative of the fact that the students really do not understand the meaning of "transfer". It is also apparent that a program for recording this transfer information needs to be designed. Currently, the Ford/Transfer program at SMCC is keeping track of the students that are coming into the "Transfer Program." However, the numbers are still small and we are still up dating and perfecting our program as we continue to educate the students as to our purpose.

We are enclosing a graph showing SMCC's enrollment status over the years (1981-1987).

OBSERVATIONS:

1. We have a high percentage of our students who enter as undecided &/or under-prepared for college work.
2. A large percentage of students are taking basic skills courses, preparing them for either 100 level course work &/or help for a university program they may need. (Some of our students are enrolled at Arizona State University and taking a remedial course taught at South Mountain College.)
3. Most of our students have occupational goals, with a fewer number indicating interest in transferring to the university.
4. Some of our enrollment also represents A.S.U. students who are already enrolled at the university but are taking courses at South Mountain College for remediation.

Table SM-5

Number of Entering Students Who Intend To Transfer, by Ethnicity

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of BLACKS Entering Each Year Who Intend to Transfer					
Number of HISPANICS Entering Each Year Who Intend to Transfer					
Number of OTHER MINORITIES Entering Each Year Who Intend To Transfer					
Number of ANGLOS Entering Each Year Who Intend to Transfer					

Comments: This data is not available and cannot be collected at this time. We do not have this data as requested, in that no program has yet been designed for the computer and records office at SMCC. Please see the over all enrollment graph enclosed, as well as our comments on table four. In the Ford/Transfer Program at the college, we are currently working to reach more students, as well as to up date and track all students interested in transferring to a four year institution.

		F 81	S 82	F 82	S 83
1. Enrollment Status:	HC	917	1023	1263	1457
	FTSE	503.8	532.7	708.9	755.1
	Load	8.24	7.81	8.41	7.77
2. Sex:	M (%)	37	38.7	40.3	41.7
	F (%)	59	59.4	58.7	58.2
3. Ethnic:	Native A. (%)	1.9	2.1	1.2	1
	White (%)	18.4	18.8	18.7	16.3
	Black (%)	40.6	40.8	34	39.8
	Hispanic (%)	38.8	37.7	45.8	42.3
	Oriental (%)	.3	.6	.3	.5
4. Admissions	Transfer (%)	5.8	5	12.7	12.4
	H.S. Graduate(%)	15.8	8.1	17.8	19.3
	GED Cert. (%)	4.4	3.2	5.2	8
	Concurrent (%)				
	Able & Amb. (%)	.7	2.1	1.4	1.9
5. Enrollment Status:	New (%)	70.1	48.4	60	44.9
	Contin. (%)	29.3	51.5	33	49
	F/T (%)				
	P/T (%)				
	D (%)				
	E (%)				
6. Age Analysis:	19 & less (%)	25.1	24	19.2	18.8
	20-25 (%)	26.1	27	28.3	27.9
	26-29 (%)	15.3	12.8	13.6	13
	30-39 (%)	17.2	16.6	20.9	18.1
	40-49 (%)	8.6	8.7	5.8	7.1
	50-59 (%)	2.7	2.6	2.6	2.5
	60 & above (%)	1	1.3	.7	1
	Undeclared (%)	3.3	2	1.1	.2

F 83	S 84	F 84	S 85	F 85	S 86	F 86	S 87
1674	2048	1154	1359	1443	1456	2272	2020
960.6	1185.5	607.5	616.8	610.9	555.8	727.3	673.2
8.60	8.68	7.89	6.80	6.34	5.72	4.8	5.0
40.3	39.8	36	38.9	37.2	40.9	38	37.5
55.7	53.5	60.9	57	60.7	57.6	59	60.1
1.9	1.7	1.9	2.4	2.3	2.5	1.6	1.9
22	19.2	22	26.5	39.8	39.7	49	45
36.2	41.2	39.3	36.6	28.1	25.7	22	25.9
39.2	37.7	36.5	34.4	28.9	31	27	26.6
.6	.1	.3	.1	.9	1.2	.8	1
18.6	17.7	23.1	22.7	30.8	29.2	42	40
22.2	24	33	29.1	38	34.9	26	27.7
9.9	9.6	10.1	10.1	8.6	7.8	5.7	6.3
						9.3	6.9
.9	1.2	1.2	8.7	1.8	9.7	12.9	
60.9	48.7	47.3	45.7	69	52.1	68.8	47.5
37.7	46.1	46	43.7	30.1	39.1	31.2	43.5
43.6	42	32.7	27.1	23.4	19.3	15.5	14.6
57.6	58	67.3	72.1	76.6	80.7	84.5	85.4
54	56	63.2	55.8	62.8	64.7	61.9	59.4
46	44	36.8	42.2	37.2	35.2	38.1	40.6
17.1	16.2	14.8	19.1	24	23.6	28.5	20.2
30.2	29.8	27.4	22.3	24.9	25.8	21.3	22.9
14.7	15.4	15.2	12.1	11.6	11.5	11.2	12.3
18.4	18.7	23.7	21.6	17.7	16.3	20.2	23.8
7.5	6.5	9.5	7.9	7.7	8.1	9.1	11.4
2.3	3	3.7	3.8	3.5	2.7	4.4	5.3
.9	.9	1.2	1.5	2	1.8	5.3	2
3.2	4.9	2.4	3.8	1.3	1.4		2.2

SM-5a

Table SM-6

Number of Students Transferring Annually, by Degree Status

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Transferring With AA Degree		1	13	14	5
Number Transferring With AS Degree		X	X	X	X
Number Transferring With AAS Degree		0	0	1	0
Number Transferring With Associate Degree Other Than the AA, AS, or AAS		1	3	1	0
Number Transferring With NO Degree, But With at Least 24 Credits Earned at Your Community College		5	17	9	8

Comments: Data has been refined and is complete to this point. These numbers reflect Arizona State University in all the years, except 1981/82, as we had no computer information to verify the accurate number of students for that year that transferred.
Northern ArizonaUniversity includes years 1983 through 1986.
Grand Canyon College is included for years 1985-86.
The University of Arizona has not received any of SMCC's transfers as of yet, but we expect some in the near future.
This data has been gathered manually through telephone and written verification with Grand Canyon College and N.A.U. Arizona State University has supplied us with computer print out sheets listing all of the transfer students from South Mountain College. Then we had to manually track all of the degree students as to their transfer to one of the colleges or universities.
These figures represent approximately one-third of our graduating class that seem to be transferring.

SUMMARY OF ENROLLMENT, TRANSFER RATES, AND DEGREES AWA

COLLEGE South Mountain Community College

Enrollment in Academic/Transfer Programs...........

Blacks..............................
Hispanic/Latino.....................
Asian/Pacific Islander..............
Native American.....................
Caucasian...........................

Number of Students Transferring to Four-Year Colleges.

Blacks..............................
Hispanic/Latino.....................
Asian/Pacific Islander..............
Native American.....................
Caucasian...........................

Number of Students Receiving Associate Degrees ......

Blacks..............................
Hispanic/Latino.....................
Asian/Pacific Islander..............
Native American.....................
Caucasian...........................

**Data refined and up-dated. Includes stats from A.S.U., N.A.U. and Grand Canyon College. None for U.of A.

*Ethnicity unknown

RDED, 1981-82 THROUGH 1984-85 **

1981-82	1982-83	1983-84	1984-85	85-86
This Information not available.				
	22 [redacted]	45 [redacted]	45 [redacted]	44 [redacted]
No Data for these Semesters	10 [redacted]	* 11 UNKNOWN 20 [redacted]	* 2 18 [redacted]	* 4 15 [redacted]
	4 [redacted]	9 [redacted]	20 [redacted]	12 [redacted]
	6 [redacted]	1 [redacted]	1 [redacted]	0 [redacted]
	0 [redacted]	1 [redacted]	1 [redacted]	0 [redacted]
	2 [redacted]	3 [redacted]	3 [redacted]	13 [redacted]
14	34 [redacted]	39 [redacted]	[redacted] 44	[redacted] 41
7	15 [redacted]	17 [redacted]	[redacted] 21	[redacted] 13
5	10 [redacted]	12 [redacted]	[redacted] 13	[redacted] 12
0	0 [redacted]	2 [redacted]	[redacted] 0	[redacted] 0
0	1 [redacted]	1 [redacted]	[redacted] 1	[redacted] 3
2	8 [redacted]	7 [redacted]	[redacted] 9	[redacted] 13

SM-7

Table SM-8

Number of Students Transferring Annually, by Gender

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of WOMEN Transferring Each Year	—	18	19	20	21
Number of MEN Transferring Each Year	—	4	26	25	23

Comments: Data complete. See Table Six.
These figures include ASU for all the years. N.A.U. included in 1983-86.
Grand Canyon College includes 1985-86.
There have been no transfers for the University of Arizona as yet.
No data available for 1981-82.

**EXPLANATION FOR TABLE in-between Tables 6 and 8.
"SUMMARY OF ENROLLMENT, TRANSFER RATES, AND DEGREES AWARDED, 1981-82 through 1986."
We included this table from the eariler report as we felt this was important information for you to see the overall picture. This data has been refined and up dated.
One major observation is that the majority of our students are transferring with less than 24 credit hours.

Table SM-9

Number of Your Former Students Receiving Baccalureate Degrees, by Ethnicity

	Year					
	1981-82	1982-83	1983-84	1984-85	1985-86	*1986-87
Number of BLACK Former Students Receiving Baccalaureate Degrees	X	1	0	3	1	
Number of HISPANIC Former Students Receiving Baccalaureate Degrees	X	0	0	0	0	
Number of OTHER MINORITY Former Students Receiving Baccalaureate Degrees	X	2	0	2	1	
Number of ANGLO Former Students Receiving Baccalaureate Degrees	X	0	0	1	3	

Comments: Data may not be complete. Data derived from lists of names of students receiving a baccalaureate degree from the various universities and colleges. The possibility of inaccurate information is due to the fact that Northern Arizona University changed over to a computer system in '83-84, and we have reason to believe that at least one Hispanic student has graduated with a degree, but no information is coming through at this time.

*1986-87:
We are receiving information that a higher number of students are graduating from the universities. For example, in 1987, Northern Arizona University is reporting 3 graduates with one of those continuing on in a graduate program. Grand Canyon College also reports 3 graduates from their college. Arizona State University reports 13 with bachelor degrees, all South Mountain College transfers. So the statistics are supporting the fact that the Ford/Transfer Program has impacted our college and that it is taking longer than three years to see results.

Table SM-10

Number of Your Former Students Receiving Baccalaureate Degrees, by Gender

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number of FEMALE Former Students Receiving Baccalaureate Degrees	X	2	0	3	2
Number of MALE Former Students Receiving Baccalaureate Degrees	X	1	0	3	3

Comments: Data complete at this point.
See comments on table nine as well as the foot-note.

Table SM-11

Number of Your Former Students Receiving Baccalaureate Degrees, by Associate Degree Status

	Year				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Who Had Previously Earned an AA Degree		0	0	0	1
Number Who Had Previously Earned an AS Degree		0	0	0	0
Number Who Had Previously Earned an AAS Degree		0	0	0	0
Number Who Had Previously Earned OTHER Associate Degrees Besides the AA, AS, or AAS		0	0	0	0
Number Who Had Earned NO Associate Degree, But Who Had Accumulated At Least 24 Units at Your College		0	0	1	0

Comments: Data complete.
See comments Table nine.

Table SM-12

Number of Your former Students Receiving Baccalaureate Degrees, by Length of Time Enrolled at the Senior Institution

	Year in Which Students Transferred				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Who Received Baccalaureate Within Two Years After Transferring	3	4	0	4	4
Number Who Received Baccalaureate In the Third Year After Transfer	1	X	X	4 ~~NA~~	NA
Number Who Received Baccalaureate In the Fourth Year After Transfer	2	1	3 ~~NA~~	NA	NA

Comments:
Data is as complete as we can give you at this time.
Refer to table nine.

Computer print out sheets listed students who graduated and we tracked them from the time of their transfer. Names of students from Grand Canyon have been supplied as well as the year of their transfer. The same is true for Northern Arizona University.

Table SM-13

Number of Your Former Students Still Enrolled at Senior Institutions at Various Stages After Transfer

	Year in Which Students Transferred				
	1981-82	1982-83	1983-84	1984-85	1985-86
Number Still Enrolled One Year After Transfer	-	-	-	5	30
Number Still Enrolled Two Years After Transfer	-	-	-	22	NA
Number Still Enrolled Three Years After Transfer	-	-	16	NA	NA
Number Still Enrolled Four Years After Transfer	10	10	NA	NA	NA

Comments: Data complete.
Used computer print out sheets from ASU and NAU as well as written verification from Grand Canyon College regarding students' status.

Tables SM-14, SM-15, SM-16, SM-17, and SM-18

MAJOR ACTIVITIES UNDERTAKEN AS PART OF THE UCCTOP PHASE II PROJECT

The following five tables solicit data on the number of students participating in five major UCCTOP activities at your college that involve the direct participation of students. Such activities might include counseling services, classes on survival at the senior institution, or tutorials. They do not include UCCTOP activities that have only an indirect impact on students, such as staff development efforts or articulation agreements.

Table SM-14 : Activity One

COLLEGE ORIENTATION PROGRAM

Please provide a brief description of this activity: This phase of the program is based on a one credit counseling and personal development course, designed to prepare new 100 level students, or student coming from Basic Skills, for the demands of the college. Skills covered include note taking, test taking, study skills, time & stress management, career inventories, assessment battery, and other college experiences on campus.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85	1985-86	1986-87
Black Participants			
Male	5	9	8
Female	7	11	12
Hispanic Participants			
Male	6	35	17
Female	12	39	25
Other Minority Participants			
Male	0	1	1
Female	0	4	2
Anglo Participants			
Male	0	15	5
Female	2	11	5

Data is complete and is continually being up-dated on our Ford data base in the Transfer Program.

Table SM-15 : Activity Two

COLLEGE ORIENTATION PROGRAM /HIGH SCHOOL

Please provide a brief description of this activity: See table 14;

Activity one: Based on the same one credit counseling course, the program is offered to seniors from several area high schools in a condensed three day format. College instructors are hired to teach this program.

The purpose is to acquaint the student with the opportunity and the resources of a college degree. We also give them some practical skills to work with. The program is designed to help the student in his/her transition from high school to college. The focus of this program centers on assessment of skills; career inventory; discussion regarding values and attitudes for success in college; note taking, test taking, study skills, time & stress management, and college resources on the campus, including financial aid.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85	1985-86	1986-87
Black Participants			
Male		4	17
Female		2	14
Hispanic Participants			
Male		32	58
Female		32	75
Other Minority Participants			
Male		2	4
Female		3	12
Anglo Participants			
Male		18	73
Female		9	62

Data is as complete as possible to this point. We are continuing to up date.

Table SM-16 : Activity Three

MENTOR PROGRAM

Please provide a brief description of this activity: This phase of the program matches third or fourth semester students with faculty mentors, who assist them with both career and academic exploration and planning, leading to transfer.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

		Year		
	S '84	1984-85	1985-86	1986-87
Black Participants				
Male	6	1	4	3
Female	4	5	3	1
Hispanic Participants				
Male	6	7	1	2
Female	9	10	1	2
Other Minority Participants				
Male	0	1	0	1
Female	0	0	2	0
Anglo Participants				
Male	1	2	3	4
Female	2	3	4	2

The internal data base is being up dated continually. Data is as complete as possible to this point.

Table SM-17 : Activity Four

UNIVERSITY ORIENTATION PROGRAM

Please provide a brief description of this activity: This phase of the program includes educational planning and advisement for transfer, trips to local universities, seminars, application and registration assistance. ASU transfer students are also encouraged to register for a 3 credit university orientation course.

Number of Students Participating in This Activity During Each Year of the Project, by Ethnicity and Gender

	Year		
	1984-85	1985-86	1986-87
Black Participants			
Male	4	7	2
Female	1	10	1
Hispanic Participants			
Male	5	6	1
Female	2	2	2
Other Minority Participants			
Male	1	0	1
Female	0	2	0
Anglo Participants			
Male	2	3	3
Female	0	3	1

Data may not be complete, but is as accurate as possible. The data base in the Ford/Transfer Program is still being up dated.

SM-18

UCCTOP Activities NOT Involving the Direct Participation of Students

Please briefly describe five activities not involving the direct participation of students that your college has undertaken during Phase II of the UCCTOP project. Such activities might include staff in-service training, curriculum development efforts, articulation improvement projects or other activities affecting students in an indirect manner.

Activity One: Development of two modules of English instruction for students in the Mentor Program.

Activity Two: In-service training in study skills instruction techniques for faculty teaching in the college orientation program.

Activity Three:

Activity Four:

Activity Five:

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